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ABSTRACT

Following a historical introduction to the Kentucky Educational Television (KET) project, this final report concentrates on five major issues: (1) KET's relationship with other educational and governmental agencies, (2) utilization and maintenance of equipment for school and evening programing, (3) programing, (4) technological considerations, and (5) funding. For each issue, problems are identified, objectives are stated, and recommendations are made. (EMH)

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Final Report of the
KET Study Commission

July, 1975

Received and approved by the Kentucky Authority for Educational Television and the KET Advisory Committee.

U.S. DEPARTMENT OF HEALTH,
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SUMMARY OF ISSUES AND RECOMMENDATIONS

ISSUES	RATIONALE	OBJECTIVES Short Range	 Long Range	RECOMMENDATIONS
I. Role				
1. KET's relationship to the State Board of Education and the public schools	P. 24	To make KET an integral part of, rather than ancillary to, Kentucky's system of public education		1. A relationship should be developed between funds to be used for the provision of educational television services for the public schools and Minimum Foundation Program Fund level.
2. KET's relationship to higher education	P. 28	To place the responsibility for proper and maximum use of ETV in higher education with the appropriate state agencies		1. Kentucky's institutions of higher education and the Council on Public Higher Education should develop an appropriate mechanism to enable them to exercise primary responsibility in providing higher educational television services and to assure maximum use of such services both on and off campus.
3. Representation on Kentucky Authority for Educational Television	P. 29	To provide a broader and more representative base of membership on the Kentucky Authority for Educational Television		1. The portion of the statute giving the University of Kentucky representation on the Authority should be stricken and the representation of state universities and colleges who are members of the Council on Public Higher Education be increased from one to two.

ISSUES	RATIONALE	OBJECTIVES Short Range	 Long Range	RECOMMENDATIONS
	P. 31			2. The requirement that two members appointed by the Governor be technically qualified should be stricken and two additional lay members should be added, making a total of seven lay members to be appointed by the Governor. The Commission believes that in such appointments consideration should be given to geographic distribution.
II. Utilization				
1. Utilization of In-School Programming (Teacher Acceptance)	P. 32	To bring about greater classroom utilization of KET		1. KET should substantially increase its utilization staff. The State Department of Education should redouble its efforts in support of KET utilization to bring the full weight of its prestige and leadership to bear upon the problem.
2. Scheduling	P. 34	To increase utilization by increasing scheduling flexibility		1. The State should provide sufficient funds to match the purchase of two VTR's by each school.
	P. 38			2. KET should explore the capability of remotely operating video tape recording equipment in the schools and using late evening and early morning hours to feed programs to the recorders.

ISSUES	RATIONALE	OBJECTIVES		RECOMMENDATIONS
		Short Range	Long Range	
	P. 38			3. The State should, in establishing the Kentucky Emergency System (KEWS) give serious consideration to expansion of the system to afford a second set of broadcast channels.
3. Inadequate Equipment Maintenance in Schools	P. 35	Provide technical advice and minor maintenance of TV receivers and antenna systems to schools		1. KET should substantially increase its staff of field service technicians to provide technical advice and maintenance of viewer equipment in the schools.
4. Inadequate Utilization of Evening Programming	P. 39	Increase public awareness and use of KET by improving programs and promotion		1. KET's programs must be of the highest professional caliber to attract and hold target audiences for whom they are designed.
	P. 42			2. Funds for personnel, promotional materials and advertising for KET programs should be substantially increased.
III. Programming				
1. The Program Process	P. 43	To improve KET's responsiveness to audience needs		1. The Department of Education should develop curricula priorities for the secondary level for which KET could produce or acquire programs.

ISSUES	RATIONALE	OBJECTIVES		RECOMMENDATIONS
		Short Range	Long Range	
	P. 46			2. The Study Commission endorses the on-going process wherein the State Department of Education determines curricula priorities for the elementary and middle school levels and directs KET to prepare quality programs to fit those priorities.
	P. 46			3. KET should develop a realistic budget to enable it to provide significant coverage of Kentucky's public affairs and cultural affairs.
	P. 47			4. KET should expand its assessment of state needs for which programs should be made and its evaluation of viewership by feedback devices and surveys.
	P. 47			5. The Study Commission notes that the KET Advisory Committee is a body composed of responsible citizens from every walk of Kentucky life. It charges the Advisory Committee to assist in every way possible (consistent with ascertainment procedures which may be required by the FCC) in the process of evaluating and feeding back viewer responses to KET staff.

ISSUES	RATIONALE	OBJECTIVES Short Range	OBJECTIVES Long Range	RECOMMENDATIONS
	P. 50			6. The Study Commission recommends that KET explore the establishment of a cooperative statewide educational radio network.
2. Other Considerations Regarding Programming	P. 41 P. 48	To provide KET with a degree of insulation from partisan considerations		1. It is emphasized that the KET board and staff are by law entrusted with the sole authority and responsibility for what is broadcast.
	P. 49			2. The KET Authority should be vested with the authority to contract with, and set the salary for, its chief executive officer.
	P. 49			3. The mechanism for review of viewer complaints should be continued.
IV. Technological and Technical Considerations				
1. Equipment	P. 51 P. 51	To maintain properly functioning equipment		1. That KET develop a plan based on the minimum annual expenditure, necessary to upgrade or replace unserviceable equipment and that the State make funds available on an annual basis to implement it.
2. Ability to Receive	P. 52 P. 53	To assure that all schools have equipment to receive KET		1. The state should allocate matching funds for schools to install or update antenna systems and to acquire TV sets.

ISSUES	RATIONALE	OBJECTIVES		RECOMMENDATIONS
		Short Range	Long Range	
3. Quality of Reception	P. 38 P. 42	To provide quality signal reception statewide		1. The necessary transmitter and translators be installed to improve the signal where it is unsatisfactory and to insure equal reception capability throughout Kentucky.
4. Mobile Camera Capability	P. 52	To improve school program production capability and provide coverage of cultural and public events across Kentucky		1. Funds should be made available to KET to procure camera equipment to attain a mobile TV capability.
5. Multiple Broadcast Channel Capability	P. 54		To increase the ability of the network to respond to audience needs	1. That developments in the field of satellite TV be followed with the view to possible acquisition of such a capability if and when the system costs become acceptable.
	P. 54			2. That KET staff present such findings to the Authority and to its Advisory Committee in 1977 to acquaint them with progress in this field and to enable them to assess its applicability to Kentucky's needs.

ISSUES	RATIONALE	OBJECTIVES		RECOMMENDATIONS
		Short Range	Long Range	
V. Funding				
1. Funding for the Above	P. 56 P. 58	To provide stable funding necessary for KET to progress toward the goals outlined herein and toward realization of its full potential		1. That the relationship established between KET and Foundation Program funds be in the amount of 2% each year of the next two bienniums and that a like proportional relationship be established by statute and be continued until altered by the General Assembly. A. That funds be used for capital outlay as follows:
	P. 60			1. For the installation of TV antennas and sets in those schools not now possessing them. It is recommended that KET's contribution be matched on a basis that reflects each school district's wealth and ability to pay; i.e., a basis analogous to that used by the Minimum Foundation Program.
	P. 61			2. For the purchase of video tape recorders for Kentucky's schools. It is recommended that KET's contribution be matched on a basis that reflects each school district's wealth and ability to pay; i.e., a basis analogous to that used by the Minimum Foundation Program.

ISSUES	RATIONALE	OBJECTIVES		RECOMMENDATIONS
		Short Range	Long Range	
	P. 61			3. For the construction of two transmitters and 10 translators in accordance with plans already made and approved.
	P. 62			4. To procure mobile camera and associated equipment to attain a flexible TV capability.
	P. 65			5. The highest priority be given to funding, through the medium of long-term bonds, an expansion of the KET Network Center.
	P. 59			6. That KET develop a plan based on the minimum annual expenditure necessary to upgrade or replace unserviceable equipment and that the State make funds available on an annual basis to implement it.
				B. That funds be used to start on achieving other goals as follows:
	P. 62			1. The recruiting of 17 technicians and 17 utilization personnel.
	P. 63			2. The promotion of viewer awareness through provision of quality programming and through advertising and promotion.
	P. 62			3. The acquisition and production of the programs recommended in this report.

ISSUES	RATIONALE	OBJECTIVES		RECOMMENDATIONS
		Short Range	Long Range	
	P. 63			4. The assessment of needs in the state, evaluation of programs offered and feedback from users.
	P. 65			5. Funds to rent space for staff until building can be constructed.
2. Supplemental Funding	P. 64	To take advantage of non-state funds that may be available		1. KET create a Development Office to seek non-state sources of funding for KET.
VI. Issues				
1. Future Review of KET Operations	P. 66		To assist in maximizing the utility of the KET Network To review progress toward achieving the goals established in this study	1. A joint review committee (representing the KET Authority and Advisory Committee) be convened every two years (in the year before the state budget is drawn and the legislature convenes) to review KET's progress toward its goals, to set out detailed priorities for the next biennium, and to make any other recommendations that might from time to time become appropriate.

FOREWORD

"George Street Boone, Chairman of the Steering Committee, delivered an address stemming from a request from the staff of KET that a study (re-examination) of the role and scope of KET be undertaken. Mr. Boone noted that such an undertaking would be timely in light of KET's growth during the last six years. He commented on the wisdom and foresight of such a staff request and the desirability of any organization which hopes to remain viable and vital undergoing re-examination from time to time."

--From the minutes of the KET Advisory
Committee Meeting on April 2-3, 1974

Study Commission Members

The members of the Study Commission were selected by the Authority with a view toward obtaining a representative cross section of the Commonwealth's leadership and precisely because they had no special prior involvement with KET or, for that matter, with public television. What was wanted was as fresh and objective viewpoints as could be secured. The Commission's initial* membership contained a retired general, two lawyers, a lawyer/author, a novelist, a minority leader, a newspaper publisher, a farmer, a financier, a medical doctor, a businessman, and representing the Authority, a university president and an assistant superintendent of public instruction:

John H. Hay, Lt. General, USA, retired, Cadiz, Chairman of the Study Commission

George Street Boone, attorney, Elkton

Smith Broadbent, farmer, Cadiz

Henry Durham, attorney, Greensburg

Anne Armstrong Thompson, novelist, Frankfort

Arthur Walters, Executive Director, Urban League, Louisville

Donald E. Bradshaw, Executive Vice President, Dupree Company, Lexington

Nicholas Kafoglis, M.D., Bowling Green

Authority Representatives

Dr. Robert M. Martin, President, Eastern Kentucky University, Richmond, and vice-chairman of the Kentucky Authority for Educational Television

Don C. Bale, Assistant Superintendent of Public Instruction, Frankfort, and Secretary of the Kentucky Authority for Educational Television

*NOTE: Two members of the original Study Commission felt it necessary to drop out because of what they felt were conflicting interests: one was Al Smith, newspaper publisher from Russellville and current President of the Kentucky Press Association; the other was Robert Gable, currently Republican candidate for Governor. A third member of the original Commission, attorney/author Harry Caudill, was unable to attend any Commission meetings.

INTRODUCTION

The development of Kentucky's educational television system began in 1960 when the General Assembly directed the Legislative Research Commission to study the potential of television as an aid to education in the state. The resulting study found that a state educational television system was desirable, and the 1962 Legislature created such a system. It also created the Kentucky Authority for Educational Television to control, operate and manage the system in the public interest. The system was constructed and became operational in 1968.

By 1974 thirteen years had passed since the feasibility study was conducted by the Legislative Research Commission. The enabling legislation had been on the books for twelve years while the system itself had been in operation for six years. Sufficient time had passed that two questions became pertinent:

1. How well has the system fulfilled the needs as originally envisioned by the Legislature?
2. The era from 1960 to 1974 was characterized by rapid societal change, both in the nation and the state. Are there now new needs that should be met?

The Kentucky Educational Television Advisory Committee (a broadly representative group established by the Kentucky Authority for Educational Television to increase citizen involvement in the affairs of the system) consequently proposed to the Authority that a study commission be appointed to investigate these concerns. The Authority accordingly established the Kentucky Educational Television Role and Scope Study Commission, consisting of ten Advisory Committee members and two Authority members, and gave it the following direction:

> to determine what should be the role of Kentucky Educational Television, taking into consideration the educational and cultural needs of Kentucky, the responsibilities of educational and service agencies in the state, and existing and emerging technology; and to report its findings and recommendations to the Authority and the Advisory Committee.

Study Design

To fulfill the Authority's directive, the Study Commission developed a study design[1] which consisted of eight objectives the Commission would need to meet and the tasks necessary to accomplish each objective. The objectives were as follows:

1. To understand the current status and scope of KET's operation.
2. To understand the educational and cultural needs of the state.
3. To understand the extent KET alone or in conjunction with other agencies could meet these needs.
4. To understand the implications of existing and emerging technology for the changing role of KET.
5. To determine public opinion of KET's role and scope.
6. To determine the recommended role and scope of KET.
7. To determine short and long range objectives.
8. To compile a report including recommendations and appropriate supportive information.

Methodology

The Commission utilized staff of Kentucky Educational Television to obtain historical background information, statistical data on utilization, reception data, and information relating to technology. At the Commission's request, a limited number of persons knowledgeable in the areas of general educational and cultural needs of the state were invited to appear before the Commission and answer questions. Commission members interviewed numerous representatives of groups using or planning to use the services of KET.[2] A newspaper questionnaire solicited input from the general public but its returns were disappointing and it was supplemented by a telephone survey.[3] Finally, visits were made to educational television systems in Maryland and South Carolina to study their systems and learn how they were attempting to solve their problems.

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[1] Appendix A: Study Design (P. 67)

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[2] Appendix B: Interview Responses (P. 71)

[3] Appendix C: Telephone Survey Response (P. 132)

HISTORICAL BACKGROUND

The first use of educational television (ETV) in Kentucky was by the Jefferson County School System in the mid-1950's. An experimental program funded by the Ford Foundation, it employed closed circuit to deliver programs to the classroom. In 1958 the Jefferson County School Board put Channel 15, an open broadcast system, on the air. Educational television in higher education began experimentally in 1956 when the University of Kentucky used a commercial station in Lexington for a course in anthropology.

In 1958, the idea of a state television network was proposed. The idea gained the support of the entire educational community in Kentucky as well as the Farm Bureau, business, industry and the unions. In 1960 a prospectus presented to key members of the General Assembly resulted in a resolution directing the Legislative Research Commission (LRC) to study the potential of television as an aid to education in the Commonwealth.

The LRC completed its study in 1961. It concluded that educational television was feasible and highly desirable for Kentucky. It cited the shortage of adequately prepared teachers and curriculum offerings in Kentucky's many rural and small town schools. The study noted:

> The fact is plain that rural and small town Kentucky students need help in gaining educational opportunity equal to that of their urban counterparts. Educational television may be an effective way to give them this help. It can bring them things that they could not otherwise see or know. (Educational Television for Kentucky, Legislative Research Commission Research Report #3, October 1961.)

The Legislative Research Commission study concluded that in both rural and urban settings, ETV would be valuable as a supplement to teachers, as enrichment, and in some high schools, as a means of broadening curriculum offerings through television correspondence courses.

In the area of higher education, the study viewed ETV as a valuable tool for both on-campus and off-campus instruction. Specifically, the study cited its use in open broadcast for adult continuing education, and through closed circuit broadcast for continuing professional education. ETV for the in-service training of teachers received particular recommendation.

At that time, it was not LRC's practice to make policy recommendations, so it appointed an Advisory Committee on Educational Television "to assure close analysis of the policy implications of the factual study." That group developed a plan for an ETV network and recommended its implementation to the 1962 Legislature.

The resulting legislation accomplished three objectives:

1. It created the Kentucky Authority for Educational Television, an independent agency and instrumentality of the Commonwealth for the purpose of managing, controlling, and operating the educational television system in the public interest.

2. It authorized the State Board of Education to lease educational television facilities from the State Property and Building Commission. The State Board of Education was prohibited from operating the system but was authorized to contract with another agency (that is, the Kentucky Authority for Educational Television) for the preparation of programs and for operation.

3. It authorized the State Property and Building Commission to acquire property and educational television facilities and to issue revenue bonds to finance the project.

Although enabling legislation was enacted in 1962, the system did not become operational until 1968 when eight of the thirteen proposed transmitters inaugurated a daytime schedule. A limited evening schedule was added in 1969. The network currently comprises thirteen transmitters and five translators, covering virtually the entire state. Its staff of 150 professional and support personnel provides a full broadcast schedule seven days and seven nights a week.

ISSUES AND RECOMMENDATIONS

In the past decade Kentucky has experienced a meteoric rise in the costs of education which continue at an accelerating rate. To meet the challenge the Legislature in the past five sessions has appropriated more than four billion dollars, more than half of it in the last two sessions alone. This effort has not been enough. It has become clear that increases in educational expenditures do not necessarily mean an expansion of services or improvements in the quality of services. Inflation has offset many of the expected benefits, and schools and colleges are hardly able to do more than hold their own. At the same time, the demands for education have grown. Technology is changing so rapidly that a high level of literacy and frequent recurrent education are necessary to maintain an elementary understanding of what is happening in the world. Many Kentuckians, however, are less than adequately prepared to face such challenges. The 1970 Census reported a median of ten years of schooling for Kentuckians. Our children perennially lag behind the nation in achieving the basic skills, and dropout rates continue to be high.

Historically, Kentucky has apportioned about two-thirds of its General Fund dollars to education. The General Fund has grown, but so has competition for state dollars. Consequently, we are faced with the challenges of improving educational quality and expanding educational opportunity with limited increases in funds. We can meet such a challenge only by seeking those methods of delivering educational service which hold the promise of more efficiency. This Commission believes that educational television is one such means.

As this Commission deliberated, a central issue came to be universally accepted by its members. Although the Commission recognized the progress Kentucky Educational Television (KET) has made and the broad services it performs, it became convinced that KET's potential for service to the state is far from being realized. How that potential may be more fully realized and how KET can contribute to the effort are the unifying elements of this report and the recommendations it presents. The issues are all interrelated, but to facilitate orderly presentation, they are organized under the general headings of role, utilization, programming, technology and finance.

ISSUES RELATED TO ROLE

State law gives the State Board of Education responsibility for elementary, secondary, vocational (including postsecondary) and vocational rehabilitation (including postsecondary) education in the Commonwealth. The public institutions of higher learning and the Council on Public Higher Education have primary responsibility for higher education. How KET fits into these systems is a question the founders dealt with but did not completely resolve.

KET's Relationship to the State Board of Education and the Public Schools

Early in the planning stage for ETV, the Advisory Committee on Educational Television decided that the system should be independent rather than a part of any state department or agency. The reasoning was stated as follows:

> A commission type of governing body at the head of an independent state ETV agency seems advisable. An ETV network would have uses far broader than the responsibility of any existing state department. In-school programming at the elementary and secondary levels, adult education for persons not enrolled in schools, uses at and beyond the college level, and general cultural programming are all possible with such a network. Generally accepted in administration is the fact that a new extensive program frequently will require flexibility of operation which it might not have if placed within an existing agency to compete for executive attention, budget, and internal services. The basic reason for independence, however, remains the breadth of possible uses for ETV. (LRC Study)

Accordingly, the Kentucky Authority for Educational Television was established as an independent agency and instrumentality of the Commonwealth, and the policy of the Commonwealth concerning educational television was embodied in the Law.

> It is declared to be the legislative purpose of this Act and the public policy of the Commonwealth, that there be established, developed and utilized in the public interest a network of educational television production facilities and transmission and relay stations such as will ultimately make available to students in public schools and state-supported institutions of higher education in the Commonwealth, and to any others who may choose to utilize the same, television programs in aid of education . . . (KRS 168.010)

The concluding phrase "in aid of education" imparted to KET a secondary and supportive role. Although the State Department of Education is prohibited from operating KET, direct input is assured by the fact that the statute requires that two representatives of the State Board of Education, one of whom is the Superintendent of Public Instruction, be members of the Kentucky Authority for Educational Television. The State Board of Education is empowered to contract for programs and operation with any qualified public agency having on its governing board the Superintendent of Public Instruction and a member of the State Department of Education to coordinate curriculum. The Authority is, of course, the only such agency in the Commonwealth. Finally, the statutes provide that any contract between the State Board of Education and the Authority may permit limited and special uses of the television system for other programs in the public interest.

The State Department of Education determines its need for in-school programming, and KET, within the limits of its budget and available resources, acquires and delivers programs to meet those needs. Many programs supplied by KET are leased from other states, some have been developed through consortia efforts with other states, and two courses — a junior high earth-space science course and a reading series -- are being developed by KET.

Funds for in-school programming, including production funds for new courses, are a part of KET's budget requests. These funding requests compete with the State Department of Education's requests for funds for the Minimum Foundation Program. The Foundation Program has high priority with the State Department of Education which administers it, as well as with school boards, administrators and teachers who benefit from it. In comparison, KET's requests for funds are not viewed as quite so vital and consequently do not receive as strong support from the educational community.

Promotion of utilization of in-school programming is considered to be primarily KET's responsibility. Presently, three field representatives devote full time to this task. The State Department of Education supports these efforts, largely through the subject matter specialists of the Curriculum Development Division. These persons, however, are few in number, overextended and within the context of their various specialties, may or may not view ETV as a high priority.

Local school districts are responsible for ETV reception equipment. The statutes empower the Authority to prescribe standards for receiving instruments and to disseminate these standards along with technical information regarding installation and use to school districts. The Authority may also, given the funds, establish a program of matching funds to school districts to purchase and install proper facilities, and, if requested, may purchase equipment for schools on a wholesale basis. [KRS 168.100 (6), (7)]. KET has requested funds for these purposes, but to date none has been appropriated. When KET first became operational, some schools used federal funds to purchase equipment but these funds are no longer available. Local school districts are largely on their own, both for the purchase of TV receiving equipment (sets) and for its maintenance and replacement. A master antenna system, distribution systems and television receivers represent a sizeable capital outlay for a school district. Maintenance, too, can present a problem both in expense and in finding qualified repairmen.

Most school districts operate on stringent budgets with little, if any, discretionary money. Where discretionary money exists, ETV must compete with other needs. Once again, educational television may not command top priority.

Relevant to this discussion of the relationship between KET and the State Board of Education in serving Kentucky's public schools is the matter of in-service training of teachers. The 1960 LRC study stressed the value of ETV in this area, noting that:

> "In-service training, as separated from continuing formal education (exemplified by attendance at summer school), takes place primarily within individual school systems. It is carried on during the school year." 1960 LRC Study, page 18

Moreover the State Department of Education is authorized by statute to:

> . . . establish, direct, and maintain a statewide program of in-service teacher training. Said program shall be organized and operated for the purpose of improving instruction in the public common schools and for the improvement of the leadership qualities and professional competence of principals, supervisors and teachers and for such other services in the improvement of instruction in the public common schools as may be approved from time to time by the State Board of Education ... (KRS 156.095)

KET may be the most feasible way for the State Department of Education to reach simultaneously large groups across the state. Some in-service programs have indeed been made available through cooperative arrangements between KET and the State Department of Education, but these have been few in number and usually short in duration. New demands for statewide in-service training are being placed upon the State Board of Education.

State law mandates drug, alcohol and consumer education in the schools, and citizens demand career education, life education, character education, and more emphasis on the basic learning skills. These tasks require constant retraining of practicing teachers. Primary responsibility in this area clearly rests with the State Board of Education, though KET's involvement should be considerable, including funding through contract or budget, acquisition through lease, adaptation or production, and scheduling.

The problems discussed above — competition for funds for programming, promotion of utilization of in-school programming, reception equipment in the schools, and utilization of the facilities for in-service education spring from a common cause: KET was created and has remained ancillary to, rather than an integral part of, Kentucky's system of public education. This is a fundamental issue which must be resolved if the potential of KET for service to the public schools in Kentucky is to be realized.

The solution is not simple. It does not lie, this Commission is convinced, with placing KET's in-school programming more directly under the control of the State Board of Education. Rather, the solution would appear to lie in linking KET's in-school operation to the heart of Kentucky's public education system, which is not the State Board of Education, the State Department of Education, or even the local district, but rather the Minimum Foundation Program.

The Foundation Program guarantees that a minimum level of educational resources will be made available to each child attending public schools in the Commonwealth. These resources include a qualified teacher, adequate facilities, appropriate learning materials, and transportation.

We have failed to recognize that in-school television programming is a legitimate and necessary part of these educational resources. In hundreds of classrooms, KET joins with teachers in the instructional process. Each school day, thousands of children in the Commonwealth interact directly with KET's in-school programming.[4] No other agency or instrumentality of the Commonwealth — not the State Department of Education or even the administrative or supervisory elements of the local district — enters so directly into the educational process. Yet television reception facilities are unequally distributed in schools across the state, many schools having none at all,[5] and no effort has been made to assure that Kentucky's children have substantially equal access to this valuable educational resource.

To address these inequities, and at the same time to assure that more adequate funds are available for in-school programming and necessary utilization and technical personnel, the Study Commission recommends that:

> A relationship should be developed between funds to be used for the provision of educational television services for the public schools and the Minimum Foundation Program fund level. It is not the Study Commission's intention to reduce Minimum Foundation funds in any way but rather to establish a viable relationship between the level of Minimum Foundation funds and the level of funds made available for ETV.

These funds could be based on a specified amount for each pupil unit in the state or, alternatively, a percentage figure of the costs of the Minimum Foundation Program. The funds would be used for the acquisition through lease, adaptation, or production of programs to meet the needs of the public schools; for utilization and technical personnel to service the public schools; for assisting public schools to acquire adequate reception and reproduction equipment; and for programs for teacher in-service training.

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[4] Appendix D: Utilization of KET In Schools (P. 146)
[5] Appendix E: Survey of Facilities in the Schools (P. 150)

It should be pointed out that cultural and public affairs and other viewer enrichment services provided by KET will continue to be supported by discretionary appropriations in the Executive Budget.

KET's Relationship to Higher Education

The use of a state-wide educational television system for higher education is prominently featured in the background papers that led to the creation of KET. The statutes specify public higher education as one of the areas to be served, but they do not detail the Authority's relationship with higher education as precisely as was done in the case of the State Board of Education. They do specify that the Authority will have two representatives from higher education: 1) a representative of the University of Kentucky; and 2) a representative of the state universities and colleges represented on the Council on Public Higher Education, to be elected by that Council. The grant to higher education of a representation on the Authority equal to that given to the public schools, when viewed in conjunction with the institutions' own statutory and traditional missions for providing higher education, indicates that KET has at least as important a role in providing educational television services to higher education as it does for providing such services to primary and secondary levels. Again, KET's role is secondary and supportive, and the primary role is left to higher education. If higher education is to exercise this role, however, it must develop an effective mechanism for doing so. The need and the potential market are great and apparent. Off-campus opportunities include general education for the adult public; continuing education for the personnel of business, industry and government; and up-date education for technicians and professionals. There are many on-campus opportunities, both intra-institutional and among institutions, that have not been adequately explored or developed. Such opportunities will not be effectively exploited on an institution-by-institution basis. What is needed is a centralized coordinated effort by the higher education community, whether it be a strong consortium or some other mechanism, adequately staffed and funded to perform certain tasks. Accordingly, the Study Commission makes the following recommendation:

> The state's institutions of higher education and the Council on Public Higher Education should develop an appropriate mechanism to enable them to exercise primary responsibility in providing higher educational television services and to assure maximum use of such services, both on and off campus.

Such a mechanism should perform the following tasks:

1. Make continuous needs studies, both on campus and off campus, and develop state priorities.
2. Develop potential markets and supplementary financing.
3. Explore and promote inter-institutional use of educational television.
4. Develop courses and acquire software, either through lease or through contract with KET or a state institution having adequate production capabilities.
5. Promote utilization among both institutional personnel

and target populations.

6. Coordinate such housekeeping measures as registration, requirements, evaluation and credit determination to best accommodate users.

The effort should receive basic financing, not from the participating institutions which already suffer tight budgets, but from the state since it would be statewide in nature and not confined to any one institution. KET would play a secondary and supportive role. Its responsibilities would include producing programs under contract with the specific higher educational television organization, providing necessary technical assistance, and delivering the programs. It would need funds for liaison personnel, and any additional production facilities, personnel, or transmission facilities which might be required to fulfill the mission.

KET's Role In Other Areas

As was realized from the very beginning, potential uses of KET are broader than those services delivered in aid of education. Public affairs, cultural interest, viewer enrichment and other offerings in the public interest are all legitimate services of KET, but they are services which are outside the responsibilities of both public school and higher education. In this case it appears that within the powers and limitations granted by the Kentucky statutes, the policies of the Authority, and the regulations of the Federal Communications Commission, KET has primary responsibility for programming in the public interest. Efforts to ascertain public needs and desires in programming for those areas should continue to be made and should be strengthened. Consequently, the Study Commission recommends that:

> KET should continue and increase programs in the areas of cultural and public affairs and those which address the identified needs of special groups such as minorities, women, migrants, in-service professionals and others.

Representation on the Authority

KET is governed by the Kentucky Authority for Educational Television, an independent agency and instrumentality of the Commonwealth. Its nine members serve staggered four-year terms. By statute, two of the members must be from the public school sector, one the Superintendent of Public Instruction and the other a member of the State Department of Education elected by the State Board of Education in accordance with criteria set in the law. Two additional members must be from the higher education sector, one a representative of the University of Kentucky and the other a representative of the state universities and colleges represented on the Council on Public Higher Education. Originally, the University of Kentucky was afforded specific statutory membership because it was the site of the central facility and because the University was a strong supporting influence throughout the development stage. UK's control of Kentucky's system of community colleges and their potential extensive use of KET would seem to justify UK's position on the Authority.

However, in 1972, the Council on Public Higher Education was strengthened, its responsibilities were expanded, and it was placed in a statewide leadership role in higher education. KET's responsiblity and service to higher education are also statewide. It does not depend upon any one institution of higher learning and there is no unique relationship between KET and the University of Kentucky. Therefore, it would appear that there is no longer sufficient justification for the University of Kentucky's special representation on the Authority. A broader and more representative base of membership on the Kentucky Authority for Educational Television would be more appropriate. Accordingly, the Study Commission makes the following recommendation:

> The portion of the statute giving the University of Kentucky representation on the Authority should be stricken, and the representation of state universities and colleges that are members of the Council on Public Higher Education be increased from one to two.

The remaining five members of the Authority are appointed by the governor. Two of these must be qualified by education or working experience in the technical and engineering aspects of educational television and television facilities. The other three need possess no special qualifications. At the time this statute was enacted, KET was yet to be built, and having technicians on the governing board was considered desirable. That time and those circumstances have now passed. The Study Commission feels that any such requirement is now outweighed by a need for broader lay representation. Therefore, it makes the following recommendation:

> The present requirement that two of the members appointed by the governor be technically qualified should be stricken; moreover, two additional lay members should be added, making a total of seven lay members to be appointed by the governor which will raise the total number of Authority members to eleven. The Commission feels that in such appointments, consideration should be given to geographic distribution of the membership.

ISSUES RELATED TO UTILIZATION

KET can be no more effective than its use in classrooms and homes. Excluding Jefferson County which does most of its own programming at elementary and secondary levels (although it does also use some KET programs on a regular basis), roughly two-thirds of the state's teachers and two-thirds of the children in public schools do not use KET's in-school programming on any regular basis. The Study Commission is interested to note that 85 percent of the state's school districts, 74 percent of its elementary and middle schools, 36 percent of the high schools have educational television capability. Overall, 65 percent of the schools use ETV.[6] However, only about one-third of the students actually utilize KET teaching. The reasons are many, but foremost among them are the problems of scheduling and the condition and availability of equipment. Videotape recorders are needed to enable schools to do their own scheduling. Local maintenance service is difficult to obtain, and many systems deliver degraded pictures as a consequence. And in many schools there are not enough TV receivers to enable most teachers to use them. Of the households in the state capable of receiving KET programming, a similar case prevails. Approximately two-thirds of these households do not watch KET.[7]

Utilization of In-School Programming

In noting that two-thirds of Kentucky's students use KET little if at all, the Study Commission does not wish to minimize the successful efforts of KET and the Department of Education in building utilization. Such efforts are to be commended. However, the Study Commission believes that further substantial growth in utilization is unlikely to occur unless certain issues are resolved. A description of these issues follows.

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[6] Appendix D: Utilization of KET in Schools (P. 146)
[7] Appendix F: U.K. Survey of Home Use of KET (P. 151)

Teacher Acceptance

An overwhelming majority of teachers who use KET programming rate it as an extremely valuable component in the education process, but there are still those who have not begun to utilize television as a learning resource. This is particularly true at the secondary level where there are three principle obstacles: 1) the teachers are specialists and many do not feel the need of an additional resource; 2) scheduling of TV to match class schedules requires videotaping equipment; and, 3) there are very few secondary level TV programs being offered on KET.

Perhaps the most effective way to build acceptance of educational television is to show teachers how it may be integrated into their teaching processes. Considering the small staff of KET, the number of workshops conducted on the subject in the 1968-73 period is impressive.[8] During these years, this effort had high priority and extensive use was made of KET staff, from the director on down, to sell the school community on the value of ETV and to demonstrate how it could be used most effectively. The State Department of Education also was heavily involved in these activities. As KET became fully operational, however, other tasks demanded staff attention and time. Now, the utilization effort rests with three persons who spend full time in the field, assisting and advising users, coordinating KET instructional programs, helping to resolve scheduling difficulties, educating teachers in the availability and use of KET programs. To reach teachers in adequate numbers they have had to utilize group teaching methods. While this effort continues, it is somewhat inhibited by the fact that the newness of KET has worn off. Novelty is no longer sufficient to attract teachers to utilization workshops.

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[8] Appendix G: Six-Year Utilization Staff Service Summary (P. 153)

Programming

The issue of programming will be developed extensively in the following section. The Study Commission wishes to note here, however, that inadequate program coverage exists in a number of important areas as evidenced through a wide expression of educator comments.[9] The deficiencies lie principally in the area of secondary school programs and teacher in-service training. At the present time, only a handful of programs support high school and junior high school curricula, a factor that seriously inhibits wider utilization.

Scheduling

Scheduling is the most serious problem inhibiting use of educational television.[10] In South Carolina, a state comparable to Kentucky in population, number of schools and students, the South Carolina ETV network uses multiple channels (2 UHF, 6 cable, 4 ITFS) and an FM radio network to serve their schools and citizens. KET, on the other hand, has a single broadcast channel to serve all of Kentucky's needs. When one considers that 1456 elementary and secondary schools, continuing and higher education, special groups, cultural interests and all other needs must compete for that single broadcast television channel, the problem is brought into sharp focus. In self-contained classrooms, the teacher has control over her own daily schedule and can make some adjustments. But at upper levels, school operations are departmentalized and schedules must function school-wide. At these levels, there are as many different class schedules as there are schools in the state, a situation further complicated by the state's two time zones and the hour's difference they cause between eastern and western Kentucky. School scheduling is a result of numerous factors involving the numbers of students, teachers, classes, facilities. None of these factors can be adjusted readily to fit KET scheduling, so other solutions to this problem must be sought.

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[9] Appendix H: Five Typical Letters on Secondary Programming From The 50 Received (P. 154)

[10] Appendix I: Five Typical Letters on Reception From The 50 Received (P. 159)

Equipment

Ideally, each school should have a master antenna or access to a Community Antenna Television (CATV) system carrying KET to all classrooms and TV receivers. Of the 1456 schools in Kentucky, 11 percent reported having no master antenna, no access to CATV, and no TV receivers.[11] In an undetermined number of other schools, one or more of these components is non-existent or inoperable. There are reportedly 11,288 receivers (sets) in Kentucky's schools of which a considerable number are in the Jefferson County system where ETV instruction is an integral part of the teaching/learning process. Of the remaining, most are aging, black and white models, many are poorly maintained, and some are non-functioning. A few schools have videotape recorders, but most of these were purchased when the state of the art was in its infancy. They tend to be complicated to operate, render poor quality black and white reproductions, and are prone to frequent malfunction. Where equipment does exist, maintenance is a major problem.[12] South Carolina has fifteen field service technicians and a $200,000 budget to aid schools with equipment maintenance. KET has only two to service its 1456 schools and 11,288 sets and thus, finding qualified repair technicians not only is a problem for Kentucky's schools, it is a major expense. Adequate receiving equipment is the sine qua non of utilization, and until this problem is resolved, all other efforts to increase the use of educational television in the schools will fail.

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[11] Appendix E: Survey of Facilities in the Schools (P. 150)

Reception

KET broadcast signal strength is generally adequate throughout the state. That is, with an appropriate antenna system, most schools should be able to attain quality reception of KET programming. There are a few public schools in Eastern Kentucky, however, where the terrain impedes KET's signal. Some of these are served by CATV systems, but six schools in Bell, Letcher and Pike counties with 1,600 students have neither an adequate signal or cable service. With these cited exceptions, reception difficulties result not from lack of signal strength but from inadequate TV equipment in the schools.

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[12] Appendix J: Three Typical Letters on Maintenance From The 50 Received (P. 165)

Recommendations Regarding Utilization

The Study Commission believes that a significant increase in utilization of in-school programming must be achieved if KET is to reach its full potential and the state's education system is to maximize its teaching opportunities. Accordingly, an effective attack must be made on the problems outlined above. To this end the Study Commission makes the following recommendations.

To increase teacher use of educational television, the Study Commission recommends that:

> KET should substantially increase its utilization staff. Furthermore, the State Department of Education should redouble its efforts in support of KET utilization, bringing the full weight of its prestige and leadership to bear upon the problem.

A sound and reasonable staff organization for this purpose would be to employ 17 field utilization specialists. Feasibility would preclude the assignment of one specialist to a single school district, but the Study Commission believes a ratio of one specialist per region would result in a reasonable geographic area and population density for each specialist's services.

To resolve the problem of scheduling inflexibility, the Study Commission believes that KET should increase its delivery capability from single broadcast channel to multiple delivery capability. Technology is developing so rapidly that satellites may ultimately be the most economical way of resolving this problem. Until such a utopian time, however, the

Study Commission recommends two shorter range methods of increasing schedule capability:

1. KET in cooperation with the State Department of Education should establish a program of matching funds to assist districts in purchasing appropriate video tape recording equipment. Further, KET should explore the capability of remotely operating video tape recording equipment in the schools and using late evening and early morning hours to feed programs to the recorders, for use at times suitable to individual classroom needs.

2. The state should, in establishing the Kentucky Emergency Warning System (KEWS), give serious consideration to expansion of the KEWS system to afford KET a second set of broadcast UHF channels.

To resolve the problem of poorly maintained reception equipment in the schools, the Study Commission recommends the following:

1. KET, in cooperation with the State Board of Education should establish a program of matching funds to assist districts to purchase TV receivers and to install master antenna systems.

2. KET should substantially increase its staff of field service technicians to provide technical advice and minor maintenance of video equipment in the schools.

As in the case of the utilization staff, the Study Commission believes that the regional educational organizations, which number 17, suggest that 17 field service technicians would be an appropriate number to provide this service statewide. This action could save the school districts thousands of dollars in maintenance costs since the technicians could provide all except the most major repairs and maintenance of school sets. They would also advise school personnel on the use of equipment as well as on its replacement. Most importantly, the technicians would keep the equipment operational so it could be used in educational viewing, the purpose for which it was intended.

Utilization of Evening Programming

A survey completed in February, 1975, indicated that 975,000 households in Kentucky possessed TV sets, of which approximately 682,500 could receive UHF by cable or broadcast signal. It found, however, that only 218,400 households have watched KET.[13] This projects that 68 percent of the households capable of receiving KET are not taking advantage of a service which they have paid for through their taxes. Failure to make every reasonable attempt to inform Kentuckians of this service and to achieve a higher utilization condones wastage of state funds and represents indifference to the need of Kentuckians for this service. If utilization of the evening programming of KET by Kentuckians is to be significantly increased, the Study Commission believes that the following interrelated problems must be resolved.

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[13] Appendix F: U.K. Survey of Home Use of KET (p. 151)

Public Awareness and Attitudes

General public awareness of the existence of KET does not appear to be a major problem. There is, however, a lack of awareness of the kinds of programming available, as well as a negative attitude toward anything "educational", which may be a real barrier to public utilization. The problem is how to convert an audience conditioned to continuous viewing of commercial television to selective viewing, which is the proper utilization of KET programming. Perhaps the best solution is in the KET programs themselves. If a program is attractive enough, and is not available elsewhere, the audience will be motivated to watch.

Reception Difficulties

Since signal strength of KET is generally adequate across the state, most reception difficulties exist in improper home antennas and/or antenna orientation. Only UHF frequencies were available for KET when the system was built. In some parts of the state, available commercial stations use only VHF frequencies. Hence, when home antenna installations were made, they often included only a VHF antenna not suitable for UHF reception. Despite extensive efforts by KET, many people are unaware of this deficiency. In other areas where commercial UHF stations are in a different direction from the audience than KET, the home viewer has difficulty picking up KET if his antenna is pointed at the commercial station. If the home antenna is rotatable, this does not present a major problem. If not, it does.

These are problems of long standing which have not yielded sufficiently to KET's efforts to correct them. If the recommendations for utilization and technical staff throughout the state are adopted, part of their efforts could be directed toward resolving this problem for Kentucky's households.

Promoting Awareness

Awareness of how to find KET, awareness of the programs people would want to see if they knew about them, awareness of how to point a UHF antenna to receive KET (or even that a UHF antenna is needed) all require enormous output in people, time, publicity and money in order to penetrate a substantial portion of the homes capable of receiving KET. The State Department of Public Information has distributed stories and schedules to newspapers. Thousands of "how to tune KET" brochures have been mailed out.[14] KET's schedule is listed in three of the five editions of the TV Guide that cover Kentucky as well as in the majority of the state's newspapers. A "Friends of KET" mailing went to 100,000 Kentucky homes. Yet partly because of the forbidding image of "education" and partly because KET is "the new kid on the block" as far as TV stations in and around Kentucky go, more must be done. Direct mail to the audience for whom a program is designed is the most effective promotion. It is also the most expensive.

Recommendations Regarding Utilization of Evening Programming

To resolve the problem of reception difficulties plaguing Kentucky households, the Study Commission makes the following recommendation:

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[14] Appendix K: Tuning Brochure (P. 169)

That transmission facilities should be added or improved wherever needed and to the extent that this will materially contribute to better reception.

To resolve the problem of raising public awareness of KET programs, the Study Commission makes the following recommendations:

1. The Commission believes that KET's programs must be of the highest professional caliber in order to attract and hold the target audiences for whom they are designed.

2. Funds for personnel and promotional materials and for advertising KET programs should be substantially increased.

ISSUES RELATED TO PROGRAMMING

The issue related to programming is a most complex one as it encompasses concerns as diverse as priorities, control (who determines what is needed), review procedures, policy and other implications, and funding.

The Study Commission studied KET's program priorities, which place education first followed by public affairs, cultural affairs and viewer enrichment and endorsed these priorities.

The Program Process

The licensee of KET's transmitters is the State Board of Education. Program selection and control are exercised by the Kentucky Authority for Educational Television in compliance with State statutes and the license to operate granted by the Federal Communications Commission.

In practice, program selection is a cooperative enterprise between KET staff and those agencies and groups affected by the program under consideration. It is a basic tenet and an FCC requirement that the needs of the target audience must be assessed before the staff selects the programs to be broadcast. The Department of Education takes the lead in assessing needs for instructional programs with KET assisting as it can. The needs of higher education, including continuing education, are determined by the Council on Public Higher Education. Pre-school programs are selected in coordination with the Department of Education. All other areas — public affairs, cultural and viewer enrichment programs — are in response to needs determined by the KET staff based upon a consensus of citizen opinion found in surveys, letters, phone calls, Public Broadcasting Service program ratings and purchase costs. Practically speaking, the involvement of key agencies in the needs ascertainment is both appropriate and desirable; however, in the final analysis the FCC holds the Authority responsible.

To guide the staff in discharging this responsibility, the Authority established priorities for programming. In the order of importance assigned, they are: 1) elementary and secondary school programs; 2) informal instructional children's programs; 3) higher education programs; 4) public affairs and cultural enrichment. It is the staff's responsibility to select or produce the programs to fit these priorities. This process has resulted in the purchase from national sources of such programs as Sesame Street for the pre-school child, Consumer Survival Kit for school and home use, Masterpiece Theatre, Washington Week in Review, and Black Perspective on the News. A limited number (7.4%) of the total of Kentucky's public and cultural affairs programs are produced by KET as funds permit.[15]

The Study Commission has found, however, that inadequate program coverage exists in certain areas, principally and most surprisingly in secondary education. Here, scheduling difficulties have created an almost total lack of programming supportive of high school curricula. This inattention to an important teaching tool not only deprives Kentucky's high schoolers of educational opportunities available to younger students, it also represents a failure to maximize the effectiveness of the educational dollar. The situation must be remedied.

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[15] Appendix L: Breakdown of KET Schedule in Types of Program Broadcast (P. 171)

There is also inadequate programming in the fields of minority affairs and programming for women and appropriate religious subjects, e.g., non-sectarian and philosophic issues. In the case of the former, Kentuckians could benefit from programs on discrimination and how to deal with it. More programs dealing with the contributions Blacks have made and are making are necessary. KET has enacted a vigorous affirmative action plan[16] and has responded well to it. It should continue its contribution by making Blacks more visible and vital on the air. In the case of women's affairs, legislation affecting more women than any legislation since women's suffrage is being proposed. Laws are being written or altered affecting the lives of many women. KET programs must deal with these issues more often and more effectively. Finally, there are numerous other areas, e.g., migrant workers, consumers, the handicapped, the disadvantaged, to name but a few, whose needs KET is uniquely able to serve. The Study Commission takes note of a study made five years ago which recommended a statewide FM radio network. Such a network could appropriately be used to meet the needs of special interest groups, especially in those cases in which the program provided is of a "talking face" nature.

There are presently nine educational FM radio stations in Kentucky.[17] To attain total and simultaneous live radio coverage of the Commonwealth would require the additional stations and power increases indicated in Appendix N. Interconnection could be provided by the KEWS System.

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[16] Appendix M: KET Affirmative Action Plan (P. 174)

[17] Appendix N: List of FM noncommercial stations and localities where additional transmitters would be needed for total state coverage. (P. 180)

Recommendations Regarding Programming

The Study Commission recognizes that KET staff has worked manfully to assess the needs of the state and to respond to them. They have been hampered by insufficient input from viewers. The Study Commission has already recommended that a relationship be developed between the funds to be used for the provision of educational television for the public schools and Foundation Program Funds. This device should help resolve the programming deficiencies on elementary levels. The Study Commission further recommends that:

1. The Department of Education should develop curricula priorities for the secondary level for which KET could produce or acquire programs.

2. The Study Commission takes note of and endorses the ongoing process wherein the State Department of Education determines curriculum priorities for the elementary and middle school levels and directs KET to prepare quality programs to fit those priorities.

To resolve program deficiencies in public and cultural affairs areas, the Study Commission recommends that:

1. KET should develop a realistic budget to enable it to provide significant coverage of Kentucky's public and cultural affairs.

2. KET should continue and expand both the assessment of state needs for which programs should be made and also evaluation, by feedback devices and surveys, of viewership.

3. The Study Commission notes that the KET Advisory Committee is a body composed of responsible citizens from every walk of Kentucky life. It charges the Advisory Committee to assist in every way possible, consistent with ascertainment procedures which may be required by the FCC, in the process of evaluating and feeding back viewer responses to KET staff.

Other Considerations Regarding Programming

KET as a state owned and operated network not only should but must, if it is to survive and grow, be responsive to the citizens, to the Legislature which represents the citizens, and to the Governor who is responsible for executing the will of the people in his day-to-day administration of government. As the operator of a federally licensed medium, KET must also meet the requirements established by federal law and by court-supported FCC regulations to make time available for the "robust discussion" of controversial public issues, provide time for candidates for federal political offices, and otherwise plan and make programs which will satisfy the needs of the diverse audiences comprising the population of the Commonwealth.[18]

These essentially parallel requirements can conflict when the airing of a program or a controversial issue displeases those with significant influence in government, even though the program might directly conform with the federal mandate for broadcast licensees and be a clear service to the targeted audience. This conflict raises a question: How can a state agency whose licensed obligation and true value to the public depend on its openness be sufficiently insulated from undue partisan pressures in order to carry out its mandated responsiblity objectively?

Total insulation is neither possible nor desirable. But there are at least two steps Kentucky can take immediately to provide a workably sufficient and reasonable level of insulated program judgement for KET.

The first is simply to iterate that the law already imposes on the KET board and staff the sole responsibility and authority for what is broadcast (KRS 168 and the Federal Communications Act of 1934 as amended).

The second has to do with the role and responsibility of the position of the KET chief executive officer. This is a position which is and ought to be exposed and sensitive. But it is unduly so when the board of control which hires him cannot set his term of service or his salary. KET's governing board is responsible for judging the performance of the person in this position, it has the sole responsibility for replacing him if this seems necessary, but it does not have the corollary authority to determine the terms of his employment. The Commission therefore recommends:

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[18] Appendix O: Guidelines for Public Affairs Programming (P. 186)

> The Authority be vested with the power to contract with, and set the salary for, its chief executive officer, and that the statute be so amended.

Finally, the Study Commission takes note of the fact that KET has established a mechanism for the receipt and review of viewer complaints concerning program content. It recommends that:

> The mechanism for viewer complaint review be continued.

The Potential of Non-Commercial, Educational Radio

Radio was the earliest medium for broadcast education. Educational radio had some success with the home audience and to a lesser extent, the school audience. It is presently enjoying a new popularity.

The logic of pairing radio with television for education is considerable: the Educational Broadcasting Facilities Program Office is considering a requirement that educational television licensees operate radio stations in order to qualify for television equipment grants. And many ETV licensees have added radio stations in the past few years.

Obviously there are programs which are equally effective on radio and far less expensive to produce and air; for example, music and reading programs for the blind.

The KEWS system could provide interconnection for the radio network at no additional cost to the state.

Since Kentucky already has so many institutionally based, and institutionally owned and operated, educational radio stations, it would seem to make sense to extend that pattern rather than have KET acquire radio licenses — particularly since several institutions in localities which should have stations have already expressed interest in having their own. Most notable are Western Kentucky University, Northern Kentucky State College (which has already applied for a license) and the University of Louisville.

In view of the potential of radio to provide, at low cost, programs which can meet some of the expressed needs of Kentuckians, the Study Commission recommends that:

1. KET explore the establishment of a cooperative statewide educational radio network.

2. The state provide funds through KET for the special programs needed to make this radio service of maximum benefit to Kentuckians.

ISSUES RELATED TO TECHNOLOGY

The Study Commission considered numerous technological developments and technical considerations related to KET. It has found a need for several types of new equipment which will be discussed below. Of equal importance is the fact that the equipment presently in use by KET for the production and distribution of programs over the KET network is at least seven years old and is some generations removed from "the present state of the art." Most of the equipment is still serviceable and is still providing satisfactory TV signals. This situation will not long continue and a systematic planned upgrading and replacement program of equipment should be initiated immediately. To delay such action will result in a condition of unserviceable and obsolete production and distribution equipment which will seriously impair the quality and usefulness of KET and negate the positive results of the various actions taken in response to this report. Further, it would lead to an inordinately expensive replacement program for accumulated unserviceable and marginal equipment. Therefore, the Study Commission makes the following recommendation:

> That KET develop a plan, based on a minimum annual expenditure, for the systematic upgrading and replacement of unserviceable and obsolete production and distribution equipment. It is further recommended that the State make funds available on an annual basis for accomplishing this requirement.

Mobile Camera Equipment

A new generation of quality light weight mobile color cameras and associated video tape recorder equipment has been developed. In the past, a lack of mobile camera equipment has severely limited KET's ability to make available many valuable public interest, educational and cultural programs. In order to film such events at all, KET has had to utilize its in-studio equipment. Designed for stationary use, this equipment is slow to dismantle and cumbersome to move. Its removal not only endangers the equipment's effectiveness, it shuts down one of KET's two studios. It is obviously impractical for mobile use. Mobile camera capability would permit the production of a wide variety of high interest public and educational programs. Accordingly, the Study Commission recommends that:

> Funds be made available to KET to procure the necessary camera equipment to attain a mobile TV capability.

Video Tape Recording Equipment

The Study Commission has noted that scheduling difficulty, particularly at the secondary level, is one of the factors most seriously inhibiting maximum use of KET services. Use of cassette video tape recorders (VTR's) would permit schools to tape instructional programs at the time of broadcast, for repeat in accordance with the schools' planned schedule. Provision of VTR's in the schools would go a long way toward providing the flexibility required. Therefore, the Study Commission recommends that:

The State should provide sufficient funds to match the purchase of a minimum of two video tape recorders (3/4 inch cassette type) by each school. It is noted that the composition of the VTR's is such that maximum flexibility in simultaneously recording and playing back can be achieved only when two units exist simultaneously. The Study Commission believes that the cost advantages and the flexibility provided are significant enough to justify the added expense of the second unit, and it recommends that this approach be adopted statewide.

Signal Coverage

As noted earlier, a survey has indicated that 24.6% of the elementary and secondary schools in Kentucky do not use KET because they do not have the TV receivers (sets) or the associated antenna systems. Of the 30,386 classrooms in Kentucky in 1973-74, only 11,288 (approximately one-third) have sets. Some schools have as many as one set per classroom while other schools have none at all. Schools have been unable to install the necessary antenna systems and purchase the sets due to the expense, even though teachers in these areas have expressed the desire for these services. In order to resolve this problem and to bring an equality of educational opportunity to all students, the Study Commission recommends that:

1. The necessary translators and transmitters be installed to improve the signal where it

is less than satisfactory and to ensure equal reception capability throughout the state.

2. The State allocate matching funds for schools to install or update antenna systems and to acquire TV receivers.

Multi-Channel Capability and Scheduling Flexibility

One of the more exciting technological developments for television broadcasting has been in the field of satellite communications. This system has many advantages such as excellent signal coverage and quality as well as multi-channel capability but the costs associated with its acquisition are not economically feasible at this time. They may well be drastically reduced, however, with new developments in launch, transmission techniques and receiving equipment technology. Costs might be further reduced by sharing satellite channels with adjacent states, and in this regard, the Study Commission notes that a satellite for educational television for the southern region has been proposed.* Therefore, in consideration of the great potential of such a system, particularly for schools, the Study Commission recommends that:

> Developments in the field of satellite TV be followed closely with the view to the possible acquisition of such a capability if and when the system costs become acceptable. It is further recommended that KET staff present such findings to the Authority and

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*The SECA satellite and the one proposed by PBS are purely substitutes for land lines to interconnect transmitters.

to its Advisory Committee in 1977 in order to acquaint them with the progress being made in this field and to enable them to assess its applicability to Kentucky's needs.

ISSUES RELATED TO FUNDING

The major problems which are confronting KET — scheduling inflexibility, viewer difficulty with reception, production and equipment deficiencies, inadequate viewer awareness, staffing shortages — are mainly caused by insufficient funding. The primary solution to these problems, obviously, is more money.

South Carolina is a state comparable to Kentucky in having approximately the same number of schools and students. Its annual ETV budget, however, is $8.9 million (FY-1976). Maryland, also comparable to Kentucky, has a budget for fiscal year 1975 of $6.5 million, almost twice as much as KET's $3.8 million for fiscal year 1975, a sum which in Kentucky's case includes $619,950 for debt service. In view of the limitation of its funds, it is remarkable that KET has been able to accomplish as much as it has. Nonetheless, KET has only been able to "scratch the surface" of its full potential to serve the citizens of the state and to assist in the education of its students.

There is no argument in Kentucky that we should vastly increase our investment in elementary and secondary education. Higher education, too, seeks to improve the quality of its product. The investment needed merely to raise Kentucky one notch in the rank of states in educational expenditure per pupil is tremendous, and to put Kentucky in the top rank where it would like to be appears beyond our means as taxpayers at this time. The potential of educational television for assisting in the resolution of such problems at comparatively inexpensive prices was recognized in 1961 by the LRC study and fifteen years experience has only confirmed it.[19]

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[19] Appendix P: Series Delivery Cost (P. 190)

Other needs, too, have been identified that KET is uniquely able to fulfill: in-service training for state employees, meeting federal requirements for instruction and guidance programs for migrant workers in remote areas, and for other special groups such as the aging, the handicapped, the minority groups, continuing education for professional persons, improvement in curricula opportunities for our colleges and universities. Funding KET to meet the needs will require surprisingly little new investment.

Recommendations Related to Funding

The State can adopt a piecemeal approach to funding, continuing to grant incremental increases sufficient to maintain or even to improve current levels of operation. This approach may seem attractive as it may appear to conserve state dollars for more "appropriate" uses, but, in the opinion of the Study Commission, this is a false economy. Rather, the funding of KET must be put on a firm and stable foundation which will enable it to plan and accomplish the growth outlined in this report in an orderly and responsible manner. Production of television programs and series requires long lead times and if it is to be cost-effective in terms of the use of personnel and resources, there should be a regularized budget amount which contains sufficient funds not only to maintain current programming in the face of mounting costs but to produce more programs in the specified priorities. The Study Commission has already recommended that a relationship be established between the funds to be used for the provision of educational television services for the public primary and secondary schools and the Foundation Program funds. It now makes a more specific recommendation:

That an amount equivalent to 2%[20] of the Minimum Foundation Program be provided for educational television services and programs in primary and secondary education each year of the next two bienniums and that a like proportional relationship be established by statute and be continued until altered by the General Assembly.

Cost of recommendation:

The Minimum Foundation budget for FY-76 is $348,000,500. Therefore, that proportion of KET's budget related to primary and secondary education for FY-76, based on 2% of the Foundation budget, would have been $6,960,000. This amount would not be removed from the Foundation funds, but would be in addition to those funds.

The Study Commission believes that KET needs some certainty as to its appropriations because many of its plans require 3-4 years for development. The Study Commission foresees, therefore, that the funds so generated will be used to bring educational television opportunities equally to all students throughout Kentucky and to reach the full potential of ETV as a teaching tool. (It must be noted however, that funds for cultural and public affairs and other viewer enrichment offerings are not included in this formula and that these and all other programs and services will continue to be supported by discretionary appropriations.)

Initially, the largest bulk of the funds provided by the above recommendations will be used for capital outlay, and it is recommended that they be made in accordance with the following priorities and over the periods described. It is stressed, however, that these are only the most important priorities, and that other actions already planned or projected would be continued. The Study Commission recommends the following:

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[20] Appendix Q: Rationale for 2% (P. 192)

1. The implementation of the plan herein recommended for the systematic upgrading and replacement of unserviceable and obsolete production and distribution equipment.[21] Furthermore, these funds should, if possible, be deposited in a sinking fund which can be carried forward if not used since equipment failure and wear-out are not easily predictable within fiscal year periods.

   Time phasing: continuous

Cost of implementation:	FY-77	FY-78
	$553,300	$608,630

2. The installation of TV distribution systems and sets in those areas and those schools not now possessing them. It is recommended that KET's contribution be matched on a basis that

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[21] Appendix R: Equipment Replacement Schedule (p. 194)

reflects each school district's wealth and ability to pay; that is, a basis analogous to that used by the Minimum Foundation Program.

Time phasing: start immediately and complete over a four-year period.

There are approximately 30,000 classrooms in Kentucky's public schools of which about 19,000 have no TV sets.[22] About 600 schools do not have master distribution systems. At the state average of 21 classrooms to a school, this means more than 18,000 classrooms are not wired for TV. The Study Commission believes that one TV set for every two classrooms would be reasonable and appropriate, and that every classroom should be wired so that a TV set can be used in it. Providing 4,000 classrooms a TV set (one-half of Kentucky's 30,000 classrooms minus the 11,000 classrooms already equipped) at the state contract price of $462 per color receiver and wiring 18,000 classrooms for TV reception at $175 per classroom would cost approximately $4,998,000.

Cost of Recommendation:

	FY-77	FY-78
Approximately $4,998,000. It is recommended that the State provide half of this $4,998,000 and that it be spread over a four-year period.	$624,750	$624,750

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[22] Appendix S: Distribution of Reception Equipment in Kentucky Schools (P. 195)

3. For the installation of a minimum of two video tape recorders in Kentucky's schools. It is recommended that KET's contribution be matched on a basis that reflects each school district's wealth and ability to pay; that is, a basis analogous to that used by the Minimum Foundation Program.

   Time phasing: start immediately and spread over four years.

Cost of Recommendation:

	FY-77	FY-78
$4,000,000 matching = $2,000,000 spread over 4-year period	$500,000	$500,000

4. The installation of two transmitters and 10 translators in accordance with plans already made and approved.

   Time phasing: start immediately and complete translator installation over a four-year period.

Cost of Recommendation:

Transmitter at Owensboro		$660,000
Transmitter at Paducah		$660,000
10 translators @ $20,000 each		
Spread over 4-year period	$ 50,000	$ 50,000
Power Increase at Ashland	$300,000	
	$350,000	$1,370,000
Operating cost for transmitters at Owensboro and Paducah		$238,780

5. Funds to be made available to procure mobile camera and associated equipment to attain a flexible TV capability.

Cost of Recommendation:

	FY-77	FY-78
Mobile camera equipment	$500,000	

6. The recruiting of 17 technicians and 17 utilization personnel.

Time phasing: start immediately and complete over four-year period.

Cost of Recommendation:

	FY-77	FY-78
17 utilization specialists and 17 technicians spread over four-year period	$191,136	$319,536

FY-79	$453,472
FY-80	$641,008

Add four specialists and four technicians each of the first three years and five specialists and five technicians in the fourth year.

7. The acquisition and production of adequate programs to support schools, especially secondary schools including teacher in-service education, minority group issues, federally directed programming, etc.

Time phasing: start immediately and continue on an annual basis.

Production:

	FY-77	FY-78
Instructional	$1,000,000	$1,600,000
Special Needs Programs:		
Cultural and Public Affairs	$ 897,948	$ 897,948
TOTAL	$1,897,948	$2,497,948

	FY-77	FY-78
8. The promotion of viewer awareness through provision of quality programming and advertising. Time phasing: start immediately and continue on an annual basis.		
Cost of Recommendation:	$386,107	$406,571
9. The assessment of needs in the state, evaluation of programs offered and feedback from users. Time phasing: start immediately and continue on an annual basis.		
Cost of Recommendation:	$231,192	$245,876

The outlays to achieve these various objectives should begin as soon as possible, but the Study Commission stresses that phasing over several years as indicated will be necessary to stay within the funds made available by the recommended formula. The Study Commission believes, however, that these goals should be attained within the next four years.

Each year a certain amount of funds will be left over from the capital outlays. It is recommended that these funds be allotted to production of programs in accordance with KET's priorities for programming. The Study Commission notes that as each year passes, the funds required by capital outlay will diminish, while those available for production will increase. The Commission believes that this is the ideal situation for by the time KET has been brought into capability for large scale educational production, the funds for that production will be available. This guarantee of funding is particularly important, for as the schools' ability to receive educational television improves, the demand for it, particularly from secondary schools, will multiply. If the state is to maximize its educational dollars, KET must be brought to its full potential so that it can fulfill education's demands for educational television.

Supplemental Funding

Supplemental funding comes from a variety of sources to KET. The largest, at present, is the annual Community Service Grant from the Corporation for Public Broadcasting. Occasionally, state or private agencies will finance special productions that fit the stated priorities. Some income is realized from KET productions (e.g., GED series) leased to other states and some from private contributions. While these funds cannot be depended upon for regular operations, they are helpful in enriching KET's offerings and should be sought for this purpose. The Study Commission recommends that:

> KET create a Development Office to seek non-state sources of funding for KET.

	FY-77	FY-78
Cost of Recommendation:	$30,000	$32,000

Facility Expansion

The KET Network Center Building was designed to accommodate the initial staff funded in 1968 plus a reasonable amount of space for growth. Within three years, the building was fully occupied and since 1971, it has been over-occupied. KET rents several thousand feet of warehouse space across town for props and sets. It has two temporary aluminum buildings connected to it which house professional staff in cubicles 5 x 7 feet square. It has as many as four people in offices designed for one. It does not have sufficient room for proper editing of video tape. In short, it is desperately in need of additional space. The funds for such expansion have been requested on a continuing basis for the past four years but have not been granted. The Study Commission's recommendations, when implemented, will necessitate growth in staff and equipment and hence, in working quarters. Therefore, the Study Commission recommends that:

	FY-77	FY-78
The highest priority be given to funding, through the medium of long-term bonds, an expansion of the KET Network Center.		
Cost of Recommendation:	$3,850,000	

Realizing that construction lead times are long, the Study Commission makes the following recommendation, as an interim measure only:

	FY-77	FY-78
That funds be provided so that KET can rent appropriate space to accommodate its staff.		
Cost of Recommendation:	$10,000	$10,000

A GENERAL RECOMMENDATION

The goals outlined herein and the recommendations for achieving them have been developed by the Study Commission based on research interviews with a wide range of responsible citizens throughout the state, surveys of viewer reactions, and deliberations by the Study Commission itself. There has been a remarkable consensus* concerning the needs of Kentuckians in general, the needs for educational television specifically, and the methods for meeting these needs. The fulfillment of them will take months, even years, to accomplish but it is important that the effort begin now. It is also important that a periodic review of the progress toward these goals be made if the utility of the KET network is to be maximized as expeditiously as possible. Accordingly, the Study Commission recommends that:

> A joint review committee (representing the KET Authority and Advisory Committee) be convened every two years (in the year before the state budget is drawn and the legislature convenes) to review KET's progress toward its goals, to set out detailed priorities for the next biennium, and to make any other recommendations that might from time to time become appropriate.

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*This consensus has most recently been confirmed by a survey conducted by Drs. Anderson, Haack and McKean of the University of Kentucky's Department of Statistics. A random telephone survey of the state, it was conducted during the third week of May, 1975.

Appendix C: Telephone Survey Response (P. 132)

STUDY DESIGN

STUDY COMMISSION FOR ROLE AND SCOPE OF KENTUCKY EDUCATIONAL TELEVISION

RESPONSIBILITIES

It is the responsibility of the Study Commission

1. to determine what should be the role of KET, taking into consideration the educational and cultural needs of Kentucky, the responsibilities of other educational and service agencies in the state, and existing and emerging technology, and
2. to report its findings and recommendations to the KET Authority and Advisory Council; such recommendations should include any statutory, regulatory, policy or organizational changes and short and long range objectives needed to fulfill the role and scope as determined by the Study Commission.

OBJECTIVES

Objective I: To understand the current status and scope of KET's operation.

Task I Report on historical background to include:

1. Pre-KET educational television activities in the state.
2. People, agencies, strategies, and ideas involved in bringing about the statutory establishment and preliminary funding of KET.
3. People, agencies, and strategies involved in making KET operational.
4. Funding development.
5. Utilization development.

Task II Report on current status and scope to include:

1. Programming and utilization
    a. Elementary and secondary

b. Higher education

c. Adult and continuing

d. Pre-school

e. Cultural and minority

f. Public affairs

g. Other

2. Organization, financial policies

3. Governance

4. Statutes, regulations, policies and procedures relating to operation including formal and informal relationship with other agencies.

5. Issues and questions

6. Future plans

Objective II: To understand the educational and cultural needs of the state.

Task I Report of educational levels, occupations and family income from latest census data

Task II Report on educational needs of business, industry, professions, government, and general public

Task III Report on survival educational needs from APL and GED surveys

Task IV Report on cultural needs from state and other cultural organizations.

Objective III: To understand the extent KET alone or in cooperation with other agencies could meet these needs.

Task I Interviews with such agencies and organizations as

1. State Department of Education
   a. Bureau of Instruction
   b. Bureau of Vocational Education

   c. Division of Adult Basic Education

   d. Kentucky Educational Association

   e. Kentucky Association of School Administrators

   f. Kentucky School Board Association

2. Council on Public Higher Education

3. Arts Commission

4. Department of Human Resources

   a. Bureau for Manpower Services

5. Urban League

6. Farmers

7. AFL-CIO

8. Kentucky Bar Association

9. Kentucky Chamber of Commerce

10. Kentucky Council on Economic Education

11. Kentucky State Government officials

12. Kentucky Press Association

13. Human Rights Commission and Commission on Women

14. Legislative Research Commission

15. Other states

Objective IV: To understand the implications of existing and emerging technology for changing role of KET.

Task I Report on possibilities and limitations of existing and emerging technology and implications of such for changing role of KET, including reception problems, satellite possibilities, publicity.

Objective V: To determine public opinion of KET's role and scope

Task I Conduct a poll of general public and possibly professional organizations to determine needs

Objective VI: To determine recommended role and scope of KET.

Task I Compile and analyze information collected and select out those issues which appear relevant and critical to the central objective of the study.

Task II Establish priorities among such issues.

Task III Collect any additional information needed for clarification.

Objective VII: To determine short and long range objectives.

Task I Determine sequence of objectives to be accomplished including statutory, regulatory, policy or organizational changes needed.

Task II Determine which of these objectives need to be accomplished before the next legislature.

Objective VIII: To compile a report including recommendations and appropriate supportive information.

Task I Determine format and organization

Task II Produce and arrange textual and graphic material and cover design.

Task III Deliver both oral and printed report to KET Authority, Advisory Council and other appropriate groups.

INTERVIEW RESPONSES

REPORT TO KET STUDY COMMISSION ON
INTERVIEWS WITH
REPRESENTATIVES OF KEA, KSBA, AND KASA

THIS REPORT IS BASED ON PERSONAL INTERVIEWS, TELEPHONE INTERVIEWS, AND CORRESPONDENCE WITH INDIVIDUALS REPRESENTING THE KENTUCKY EDUCATION ASSOCIATION, THE KENTUCKY ASSOCIATION OF SCHOOL ADMINISTRATORS, AND THE KENTUCKY SCHOOL BOARDS ASSOCIATION. IN ADDITION, TWELVE LETTERS WERE RECEIVED FROM SCHOOL SUPERINTENDENTS. I AM INDEBTED TO MR. MAURICE BEMENT, DR. FRED WILLIAMS, MY LYNDLE BARNES, AND MR. GERALD JAGGERS, AND TO THE SCHOOL SUPERINTENDENTS FOR THEIR COOPERATION IN RESPONDING TO THE KET QUESTIONNAIRE. THE QUESTIONS AND THE RESPONSES ARE LISTED AS FOLLOWS:

1. WHAT CAN YOU IDENTIFY AS THE MAJOR EDUCATIONAL NEEDS OF THE VARIOUS CATEGORIES OF PEOPLE SERVED BY YOUR AGENCY OR ORGANIZATION?

   A. THE CLASSROOM PUPIL - THERE WAS GENERAL AGREEMENT THAT THE MAJOR NEED OF THE CLASSROOM PUPIL IS FOR REINFORCEMENT AND SUPPLEMENTATION OF CLASSROOM TEACHING. SOME TEACHERS AND SUPERINTENDENTS FELT THERE IS A NEED TO PROVIDE INSTRUCTION IN AREAS NOT AVAILABLE IN THE CLASSROOM, SUCH AS FOREIGN LANGUAGES NOT AVAILABLE IN THE LOCAL

SCHOOL.

B. THE CLASSROOM TEACHER - THERE IS A CONTINUING NEED FOR INSERVICE TRAINING FOR TEACHERS IN PROVIDING SUGGESTIONS FOR PROPER USE AND FOLLOW-UP OF KET PROGRAMMING AND TO PROVIDE SUGGESTIONS FOR SUPPLEMENTARY PROGRAMS.

C. THE SCHOOL BOARD MEMBER - THERE IS A NEED FOR ORIENTATION AND INSERVICE INSTRUCTION FOR SCHOOL BOARD MEMBERS. THE FEASIBILITY OF PROVIDING THIS NEED FOR SUCH A SMALL AUDIENCE THROUGH KET IS QUESTIONABLE UNLESS PROVIDED THROUGH CLOSED CIRCUIT PROGRAMMING.

D. ADULTS - THERE IS A NEED FOR CONTINUING THE EDUCATION OF THOSE WHO, FOR VARIOUS REASONS, ARE NOT CONTINUING FORMAL CLASSROOM EDUCATION. ALTHOUGH THE GROUPS INTERVIEWED ARE PRIMARILY CONCERNED WITH PROVIDING EDUCATIONAL NEEDS THROUGH THE HIGH SCHOOL LEVEL, THE IMPORTANCE OF EDUCATIONAL TELEVISION IN CONTRIBUTING TO THE OVERALL CULTURAL DEVELOPEMNT OF THE COMMUNITY IS CONSIDERED AN IMPORTANT FUNCTION WHICH DIRECTLY AND INDIRECTLY AFFECTS THE QUALITY OF EDUCATION.

2. HOW HAS KET BEEN OF ASSISTANCE TO YOU IN MEETING THESE NEEDS? HOW EFFECTIVE HAS THIS ENDEAVOR BEEN?

ALL GROUPS FELT THAT THE QUALITY OF PROGRAMMING PROVIDED THROUGH KET IS EXCELLENT. IT HAS BEEN MOST EFFECTIVE IN PROVIDING SUPPLEMENTAL AND ENRICHMENT NEEDS AT THE GRADE SCHOOL LEVEL. THERE WAS DIFFERENCE OF OPINION

AS TO THE EFFECTIVENESS AT THE JUNIOR HIGH SCHOOL LEVEL WHILE THERE SEEMED TO BE GENERAL AGREEMENT THAT NEEDS AT THE HIGH SCHOOL LEVEL HAVE BEEN EFFECTIVE TO A LIMITED DEGREE. ALTHOUGH NOT A PRIMARY RESPONSIBILITY OF THE GROUPS INTERVIEWED, PROGRAMMING FOR THE PRESCHOOL CHILD RECEIVED FAVORABLE COMMENT. OTHER AREAS IN WHICH PROGRAMMING WAS THOUGHT TO BE ESPECIALLY GOOD INCLUDED PROGRAMS THAT PROVIDED REINFORCEMENT OF READING SKILLS, SCIENCE SERIES, LANGUAGE ART SERIES, MENTAL HEALTH PROGRAMMING, CURRENT EVENTS, 7TH AND 8TH GRADE SCIENCE SERIES, FRIDAY SPECIALS, MUSIC AND SOCIAL STUDIES.

INSERVICE TRAINING FOR TEACHERS WAS CONSIDERED GOOD, BUT LIMITED. IT WAS FELT THAT A GREATER ORGANIZATIONAL EFFORT AT THE LOCAL LEVEL COULD MAKE BETTER USE OF THE PROGRAMMING THAT IS PROVIDED.

KET WAS HIGHLY COMMENDED FOR ITS GED SERIES FOR ADULTS WHO HAVE NOT COMPLETED HIGH SCHOOL. PROGRAMS THAT PROVIDE LIFE-COPING SKILLS ALSO RECEIVED PRAISE AND PROGRAMS PROVIDING FOR CULTURAL ENRICHMENT WERE CONSIDERED OF EXCELLENT QUALITY.

LITTLE OR NOTHING HAS BEEN DONE TO PROVIDE FOR NEEDS OF SCHOOL BOARD MEMBERS THROUGH KET. AS MENTIONED ABOVE, THIS REPRESENTS A SMALL AUDIENCE, AND IT WAS NOT EXPECTED THAT NEEDS OF THIS GROUP COULD BE PROVIDED THROUGH GENERAL PROGRAMMING.

3. ARE THERE NEEDS NOT BEING MET, OR BEING MET THROUGH SOME OTHER DELIVERY SYSTEM, THAT COULD BE MET EFFECTIVELY THROUGH

KET?

SUGGESTED NEEDS FOR STUDENTS THAT COULD BE PROVIDED THROUGH KET COVERED A WIDE RANGE AND INCLUDED THE FOLLOWING: SPECIAL EDUCATION FOR CHILDREN OVER 12 YEARS OLD, MORE PROGRAMS FOR GRADES 9 THROUGH 12, MORE GUIDANCE ORIENTED PROGRAMS, EXPANSION OF PROGRAMS IN CURRENT EVENTS, ECOLOGICAL AND EARTH SCIENCES, CAREER EDUCATION, AND MENTAL HEALTH. THE ADDITION OF SERIES FOR THE METRIC SYSTEM, CONSUMER EDUCATION, AND MONEY MANAGEMENT WAS SUGGESTED. SOME CORRESPONDENTS FELT THAT THERE WAS NOT ENOUGH PROGRAMMING FOR SLOW LEARNERS, WHILE OTHERS FELT THAT THERE WAS A NEED FOR PROGRAMS FOR GIFTED CHILDREN.

NEEDS FOR TEACHERS PRIMARILY INDICATED A DESIRE FOR MORE INSERVICE TRAINING. INTEREST WAS ALSO EXPRESSED IN THE POSSIBILITY OF PROVIDING GRADUATE STUDY FOR CREDIT THROUGH EDUCATIONAL TELEVISION. AS INDICATED PREVIOUSLY, INTEREST WAS EXPRESSED IN PROVIDING ORIENTATION AND INSERVICE TRAINING FOR SCHOOL BOARD MEMBERS.

ADULT NEEDS WERE THOUGHT TO BE WELL MET BY THE GED SERIES BUT EXPANSION OF PROGRAMS PROVIDING LIFE-COPING SKILLS AND CULTURAL ENRICHMENT WAS THOUGHT DESIRABLE.

4. WHAT PROBLEMS OR OBSTACLES EXIST IN YOUR UTILIZATION OF KET?

ONE OF THE MOST SUCCINCT LETTERS STATED: "OUR OBSTACLE IS THAT WE CANNOT RECEIVE THE PICTURE." POOR RECEPTION IS UNDOUBTEDLY A SERIOUS PROBLEM IN MANY PARTS

OF THE STATE. ANOTHER SUPERINTENDENT STATED: "THE SIGNAL SEEMS TO VARY TREMENDOUSLY IN QUALITY AND IN MANY PARTS OF OUR COMMUNITY IT IS IMPOSSIBLE TO RECEIVE A SIGNAL THAT IS CLEAR ENOUGH TO BE OF ANY VALUE." SOME OF THE PEOPLE INTERVIEWED FELT THAT POOR RECEPTION IS THE MAJOR OBSTACLE TO THE EFFECTIVE USE OF KET.

EVEN MORE FREQUENTLY MENTIONED THAN PROBLEMS OF RECEPTION, HOWEVER, WERE PROBLEMS RELATED TO SCHEDULING. THE IMPRESSION WAS GIVEN THAT SCHEDULING DIFFICULTIES LIMIT THE EFFECTIVE USE OF EDUCATIONAL TELEVISION IN MOST OF THE SCHOOL SYSTEMS THAT USE IT. SOME SYSTEMS HAVE PARTIALLY SOLVED THE PROBLEM BY USE OF VIDEO CASSETTES, BUT APPARENTLY FEW SCHOOL SYSTEMS HAVE THEM AND THOSE THAT HAVE THEM DON'T HAVE ENOUGH.

ANOTHER PROBLEM AREA RELATED TO MAINTENANCE OF TELEVISION EQUIPMENT. IT WAS FELT THAT TELEVISION EQUIPMENT FREQUENTLY REMAINS INOPERABLE FOR LONG PERIODS OF TIME BECAUSE OF DIFFICULTY IN OBTAINING PROMPT REPAIRS BY QUALIFIED TECHNICIANS.

5. WHAT RECOMMENDATIONS WOULD YOU MAKE THAT MIGHT FACILITATE YOUR UTILIZATION OF KET?

RECOMMENDATIONS FOR CORRECTING SOME OF THE PROBLEMS AND OBSTACLES INCLUDED:

1. ELIMINATION OF POOR RECEPTION.
2. A STATEWIDE SURVEY TO DETERMINE THE EXTENT OF SCHEDULING DIFFICULTIES.

3. A STATEWIDE SURVEY TO DETERMINE THE NEED FOR VIDEO CASSETTES, AND A SURVEY OF EQUIPMENT AVAILABLE TO ASSURE THE USE OF CASSETTES.

4. A GREATER ROLE BY KET STAFF WAS SUGGESTED IN PROVIDING INSTRUCTION TOWARD MAINTENANCE OF EQUIPMENT AND TOWARD PROVIDING INSERVICE ACTIVITIES FOR LOCAL SCHOOL PERSONNEL.

5. GREATER ASSISTANCE FROM KET STAFF IN ASSISTING LOCAL SCHOOL PERSONNEL IN THE SELECTION OF APPROPRIATE EQUIPMENT. IT WAS FELT THAT LOCAL SCHOOL PERSONNEL ARE FREQUENTLY NOT QUALIFIED TO MAKE INFORMED JUDGEMENTS IN SELECTING THIS TYPE OF EQUIPMENT.

6. A MASSIVE PROMOTIONAL EFFORT TO PROMOTE VIEWING OF THE KET BY THE GENERAL PUBLIC.

7. THE NEED FOR EXPANDED PROGRAMMING WAS THOUGHT TO INCLUDE THE FOLLOWING:

   a. MEETINGS OF THE STATE BOARD OF EDUCATION.

   b. COMMITTEE MEETINGS OF THE GENERAL ASSEMBLY WHEN IN SESSION AND IN THE INTERIM PERIOD.

   c. HIGH SCHOOL ATHLETIC CONTESTS, ESPECIALLY IN MINOR SPORTS.

d. EXPANSION OF COURSE OFFERINGS.

e. STATEWIDE INSERVICE TRAINING PROGRAM.

f. PROGRAMMING ON SATURDAYS AND SUNDAYS THAT WOULD PROVIDE WORTHWHILE ALTERNATIVES TO COMMERCIAL TELEVISION.

IN ADDITION TO PROVIDING ANSWERS TO THE QUESTIONS SUBMITTED, SOME THOUGHTS WERE EXPRESSED RELATING TO THE ROLE OF KET IN THE EDUCATION OF KENTUCKIANS. THESE ARE SUMMARIZED AS FOLLOWS:

1. KET SHOULD SUPPLEMENT, NOT SUPPLANT CLASSROOM TEACHING.
2. THE DEPARTMENT OF EDUCATION SHOULD MAINTAIN A BASIC ROLE IN PROGRAMMING OF EDUCATIONAL TELEVISION.
3. KET IS EXCELLENT AND SHOULD BE EXPANDED BUT NOT AT THE EXPENSE OF ADEQUATE FUNDING FOR CLASSROOM TEACHING.

IN SUMMARY, THE THREE GROUPS INTERVIEWED HAD HIGH PRAISE FOR KENTUCKY EDUCATIONAL TELEVISION AND THOUGHT THAT KET WAS PROVIDING PROGRAMS OF HIGH QUALITY AT ALL LEVELS. IT WAS THOUGHT TO BE MOST EFFECTIVE AT PRESCHOOL AND GRADE SCHOOL LEVELS WITH MOST DEFICIENCIES SEEMING TO BE AT THE JUNIOR AND HIGH SCHOOL LEVELS.

THE GED SERIES FOR HIGH SCHOOL EQUIVALENTCY TESTING WAS ESPECIALLY COMMENDED FOR ITS HIGH QUALITY.

IT WAS FELT THAT THE POTENTIAL FOR CONTRIBUTING TO

COMMUNITY CULTURAL DEVELOPMENT IS FAR GREATER THAN HAS BEEN REALIZED.

MAJOR OBSTACLES SEEMED RELATED TO PROBLEMS OF SCHEDULING, MAINTENANCE, AND POOR RECEPTION.

THERE SEEMED TO BE GENERAL AGREEMENT THAT THERE WAS A NEED FOR EXPANSION OF PROGRAMMING, INCREASED STAFF FOR KET, AND ADDITIONAL FUNDS FOR VIDEO CASSETTES.

THERE WAS SOME GENERAL CONCERN EXPRESSED THAT THE ROLE OF KET REMAIN SUPPLEMENTAL TO CLASSROOM TEACHING.

RESPECTFULLY SUBMITTED,

Nicholas Z. Kafoglis

NICHOLAS Z. KAFOGLIS, M.D.

APRIL 26, 1975

COMMONWEALTH OF KENTUCKY
Department of Education
FRANKFORT 40601

May
Fourteen
1 9 7 5

General John Hay
Chairman
KET Study Commission
600 Cooper Drive
Lexington, Kentucky 40502

Dear General Hay:

I am enclosing my response to the five Issues of the KET Role and Scope Study Commission Report.

Due to a prior commitment, I will be unable to attend the next meeting of the KET Study Commission, May 19-20 at Lake Barkley State Park. Taylor Hollin, of my staff, will represent me and report on the Adult Education Interview.

Very truly yours,

Don C Bale

Don C. Bale, Assistant
Superintendent for Instruction

DCB/bw

Enclosure

1. Issues related to role -

KET should remain committed, first, to serving the elementary and secondary schools by supporting the curriculum with television in such subject areas as the State Department of Education, acting on behalf of the State Board of Education, shall direct; and, by preparing teachers to use the television programs through utilization workshops, in-service days, teacher guides, etc.

Second, KET should also continue to contribute to educational experiences beyond the walls of the classroom, such as pre-school education, adult education and higher education opportunities for the general public.

Third, KET should serve any other needs of the people of the Commonwealth to which educational television can effectively address. This would include programs relating to other state agencies such as health, public safety, etc.

The fourth role of KET should be to provide cultural and public affairs programs which are not available on other broadcast channels. (commercial television stations)

2. Issues related to utilization -

A stronger effort should be provided to promote utilization of KET by the elementary and secondary teachers of the Commonwealth. In order to promote greater utilization, more KET resources must be directed toward activities relating to elementary and secondary education. This would include staff working with local school districts in utilization workshops, in-service programs, and reception problems, efforts to secure additional high quality programming from national sources such as NIT/AIT Consortia Activities and other sources, KET development and production of quality programs that the State Department has requested that are not satisfactory or available from other sources, efforts at the college and university levels in pre-service education for proper utilization of educational television, greater flexibility in broadcast schedules, additional high quality resource materials to accompany television programs.

3. Issues related to programming -

Every effort must be made to provide programming that represents minorities and that will aid in the reduction of sex role sterotyping in the following program priorities:

a. Elementary and secondary education.

b. Pre-school college and university, adult, and continuing education.

c. Needs of the general population of the Commonwealth such as health, consumer information, public safety, training programs, farmer, homemaker, etc.

d. Cultural and public affairs.

4. Issues related to technology -

The need to reestablish the closed circuit broadcast system which might be a part of the KEWS. Another possibility might be to develop through the KEWS a base for both a closed circuit network and an open broadcast system. The closed circuit network could be providing up to four video channels simultaneously linking the high schools and other institutions. During the school hours the closed circuit network could be reserved for transmission to secondary schools because secondary schools have a curriculum of 60 or more courses, multi channel transmission and reception is important for scheduling and utilization. This would provide the open broadcast system for elementary school programming.

5. Issues related to finance -

. Additional funds should be provided for long range planning, development and production of programming that has been identified as a need in the Commonwealth and cannot be secured through other available sources.

KENTUCKY BAR ASSOCIATION
FRANKFORT, KENTUCKY 40601

Office
of the
Director

Area Code 502
564-3795

March 19, 1975

Mr. George S. Boone
Attorney at Law
Elkton, Kentucky 42220

Dear Mr. Boone:

In response to your inquiry received March 11, 1975, a general explanation of the categories of people served by the Kentucky Bar Association is in order.

The Bar Association is an independent agency authorized by the Kentucky Judiciary and directed to serve the judiciary, the Bar's attorney members and in general the public.

The trend in recent years has been toward increased communication, education and explanation between the Bar Association and the three main categories of people serviced. An increased awareness by the legal profession of prior weaknesses in internal and external communications and the impending adoption of higher standards of proficiency militate toward increases in broadcast usage.

At present the Bar Association's relationship to K. E. T. has been limited to the narrow range of supplying expertise in the broadcast medium in art work, technique and technical assistance. The Bar has in the past made use of these talents in infrequent television announcements and public service messages. Past levels of usage have not required any broader services than those provided by K. E. T.

However, the use of the medium of the film, whether on broadcast or for private exhibition, is receiving much overdue attention. Where the small audience (judiciary and legal profession) may not provide a broad enough basis for general dissemination (broadcast), some provision for dissemination of specialized information is becoming a necessity.

CONTINUING LEGAL EDUCATION AND RECERTIFICATION

The Bar Association at present is working with John Hickey, Director of Continuing Legal Education at the University of Kentucky Law School. Continuing legal education programs now operate on a voluntary basis and are not geared to statewide, but a regional basis. Wide spread dissemination is encouraged, but response has been light. As a consequence, C.L.E. is not staffed nor funded to provide statewide service.

The Kentucky Court of Appeals appears to be leaning to statewide recertification in the near future. This directive would obligate the Bar to provide continuing legal education programs across the state.

K. E. T. itself, may be of assistance in preparing filming formats for the programs, possible provision of closed circuit facilities and supplying equipment to the local bars on a regional basis. In conjunction with C.L.E., K.E.T. may provide substantial help with production facilities and distribution of the filmed programs.

EDUCATION: BAR-TO-LAWYERS

Although the Bar does not presently attempt a capsule update of the law from an entire session of the meeting of the court. the forseeable use by local bars would indicate a demand for films or possible closed circuit broadcast of such.

K.E.T. would be instrumental in any attempt at this kind of endeavor.

Annual and mid-year [convention] continuing legal education programs are now held, but not taped as a matter of course. K.E.T. suggestions and expertise may be used to make these programs available for dissemination to Bar members who cannot be present at the conventions.

EDUCATION: BAR-TO-JUDICIARY

The State Bar Association has in the past supplied a film (produced by ABA) on the roles of the jury in the judicial system. This film has been used by at least one court on a continual basis to acquaint each jury panel with its job.

A similar film, if available for K.E.T. general broadcast, could be used by all courts to inform the jury specifically and the populace generally, the jury's role in the justice system. Run periodically so as to catch each new term of court, this service would be invaluable to providing a better standard of justice through the jury system.

EDUCATION: BAR-TO-PUBLIC

The K.E.T. network has previously carried a series of general public interest in the legal area entitled "The Law of the Land." The American Bar Association produced this film.

The Young Lawyers' Section is now working to develop a similar program for radio and television distribution.

K.E.T. participation and assistance would undoubtedly be well received. However, the extent of the availability of the services available and their cost to us has been a limiting factor on this low-budget project.

A second area in which the Bar Association has been intermittently active is the education of junior and senior high schoolers in the legal system itself and in developing interest in the legal profession as a career. A speaker program has been less than successful and has lost most of its initiative in achieving these goals due to personality conflicts and suspicion on part of individual school systems. A high quality public education film series, which has as its purpose the education of the pre-adult in the criminal and civil justice system, may be able to circumvent previous roadblocks in this area.

K.E.T. in coordination with the Bar Association, could plan, produce and distribute to the educational system this much needed program series.

A third and final area of interest, which has not been developed, is a program of general interest on legislative matters during current legislative sessions. Major issues could be contrasted and compared. K.E.T. would be instrumental in providing the technical expertise and system of delivery.

Sincerely,

Wayne Simon

Wayne J. Simon
Assistant Director

WJS/sp

KET
REPORT ON INTERVIEW WITH LESLIE G. WHITMER, DIRECTOR OF THE KENTUCKY STATE BAR ASSOCIATION

On receipt of the KET Role & Scope Interview Questions, a copy was forwarded to Mr. Whitmer and on two occasions I have discussed with him the needs of the Bar Association and in what fashion Kentucky Television relates to these needs. The more recent occasion was on March 11, 1975, in Mr. Whitmer's office in the Capitol Building. Present, also, during this interview was Wayne Simon, a young lawyer who is now responsible for the use of some $600 which the Association has budgeted for radio and television.

Mr. Whitmer expressed interest and enthusiasm as to possible services educational television can offer to the Bar.

CONTINUING LEGAL EDUCATION AND RECERTIFICATION

One of the current important issues engaging the attention of the Association is continuing legal education and the possibility of a requirement of recertification of attorneys. He felt if recertification should become a requirement, the Bar Association would be obligated to provide attorneys across the state with instruction and direction to prepare for such programs. Recognising that the group interested might not be of such size as to justify use of network time on such programs, he expressed the opinion that aid in preparation of programs, provision of closed circuit facilities, supplying equipment for the groups, offered opportunities for the KET system to be of assistance to the Association. He is now working with Mr. John Hickey of the University of Kentucky Law School, on the continuing legal education through association with the University of Kentucky Law School. In conjunction with the substantive program prepared in association with Mr. Hickey, he expressed the hope that KET might provide substantial help in providing production facilities and distribution.

PUBLIC RELATIONS

The KET network has previously carried a 10-unit series entitled "The Law of the Land," which were prepared with the cooperation of the

American Bar Association. This series was concluded about a year ago, but Mr. Whitmer felt it was well received and had a sufficiently broad audience appeal to justify similar programs. The Young Lawyers Section of the State Bar Association is now working to develop such a program.

PUBLIC EDUCATION

The Bar Association would also be interested in vocational programs directed particularly at the schools. Information programs for prospective jurors are used by some judges and Mr. Whitmer felt such might be of general interest and the Bar could make substantial contributions. Also, the Bar Association might be in a position to contribute to programs of general interest on legislative matters during legislative sessions such as sponsoring discussions of major issues before the General Assembly.

Mr. Whitmer agreed to transmit a written response to the interview, enlarging on the items referred to in this memorandum.

SUBMITTED BY GEORGE STREET BOONE

KET
REPORT ON INTERVIEW WITH JESSE R. SHAFFER, JR., EXECUTIVE SECRETARY
OF THE KENTUCKY PRESS ASSOCIATION

A copy of the KET Role & Scope Interview Questions was sent to Mr. Shaffer with an explanatory letter. An appointment was made for March 11, 1975, at the Kentucky Press Association Office in Frankfort.

Mr. Shaffer, who assumed his office in January of this year, is living in the Cincinnati vicinity, but is seeking a house in Frankfort. As a consequence of his brief association, he explains, he is unfamiliar with Kentucky Educational Television.

The Association he represents is composed of weekly and daily newspapers.

He observed he felt educational television should be much more than a facility to provide continued college courses.

While he felt the Network did not offer extensive opportunities to the newspapers, he expressed an awareness of a community of interest in matters such as freedom of the press and the importance of communication.

In Mr. Shaffer's judgment, he felt his Association would well be interested in working up a series of programs to explain the position of the Association on such matters as freedom of information, fair trials, public records, freedom of the press and similar fundamental issues which confront those involved in communications.

He suggested the possibility of a series, not daily, in which the production facilities and personnel of KET, in cooperation with the Kentucky Press Association, could discuss these issues. These programs could be broadcast and also taped.

Since there are several regions in the State Association, he also considered that the taping of programs and the provision of equipment for showing at regional meetings could be of interest to his Association.

A useful type of program in which the Association might participate would be a program series such as a "Kentucky Meet the Press," in which Kentucky's problems were aired. He described a successful local program of this type which had been used in Dayton, Ohio.

He expressed an interest in exploring these possibilities to use KET facilities, while acknowledging that as a parallel communication system television probably offers less to the Press Association than it does to other organizations.

SUBMITTED BY GEORGE STREET BOONE

KET ISSUES REPORT FROM S. D. BROADBENT, JR. —— STUDY COMMISSION 5-15-1975

I am neither knowledgeable or versed in the technological processes dealing with the production and distribution of the TV programs — so, I will confine my remarks to more familiar and understandable information and conclusions that I have drawn from the session reports of our study commission.

We must first be convinced, ourselves, that public television is needed and that its value exceeds its cost in both terms of time and money. In my judgement in order to do this, its programs necessarily need to be different from what is being offered by private TV networks and at the same time should provide equal, or greater, benefits, all of which need to be of a wide range presentation of educational programs relating to the development of mind and body.

After all of this is done by KET and made available to the public, it becomes a waste if it is not viewed by great numbers of people; and, I might add, to be practical, that the accomplishment of the above is more difficult than the earlier statements concerning the creative and distributive processes.

I believe that KET has made great progress in the increase of its viewers. It is generally agreed that Watergate helped greatly to bring this about. The continuing educational program of the schools, particularly for the early grades, and the regular programs which have been offered for sometimes now, bring about a gradual increase in the public use of KET.

Most of what I have said here applies to the very young and we will all agree that this should be continued. It is from this age up that I feel we need to spend our present thoughts and efforts in order to realize greater use and appreciation of this TV media. To fulfill these needs the scope of programs must be broadened to cover interests of people in many varied vocations. Keeping in mind that public television should not be a repetition of private existing networks - this fact causes one to give thought to new fields, some of which come to mind are listed below:

1. State Government programs of state-wide interest which should not be received as political.
    - a. State Fair programs, specifically the Saturday night horse show for the selection of the world's champion five gaited saddle horse.
    - b. The final judging and giving of awards of First place winners in livestock, poultry, crops, fruits and vegetables.
    - c. Special Day programs such as Farmer's Day at the Fair - which include ham shows and the ham breakfast, along with the auction of the first prize ham, which brings more than a thousand dollars to be given to some charity; the selection of Miss REA Kentucky beauty contest and interviews with rural people.
    - d. Inaugural ceremonies of new Governors, including the inaugural parade and the interviewing of Kentuckians from all areas of the State.
    - e. The Governor's State of the Union message.
    - f. Some coverage of the Legislative Sessions on special matters of state-wide concern.

2. Special Sports events of state-wide interest:
    - a. Basketball and football tournaments
    - b. Boat races - motor and sail (Barkley Lake has a National race now which last year set at least 3 new world's records for speed)
    - c. Fishing and Hunting (probably the Kentucky Fish and Game Dept. already has film on this which KET could use).

3. Programs on Natural Resources
    a. Land Between the Lakes (TVA) National Recreation
    b. Kentucky Parks

4. Other Possibilities:
    a. Annual Farm and Machinery Show at State Fair, including National tractor pulling contest.
    b. Programs on meats - including animal production, feeding and carcass evaluation as well as the different cuts for cooking (probably Swift and Co., Armour or others have good film)
    c. Auctions of thoroughbreds, tobacco, etc.
    d. University of Kentucky Research, some most interesting
    e. Festivals - such as Banana, Mt. Laurel, etc.
    f. City calebrations (maybe one special)
    g. Mountain handicraft
    h. Pictorial garden raising - (Citizens Fidelity Bank Project) very popular with city people.

I think that we should continue to work on membership through the Friends of KET and also through the Fund raising Festival, so long as there is no financial loss invloved.

I believe that the interest in KET generated throughout the State through our plan of having the Festival programs sponsored by, and directed by, various groups is of great value because of the wide-spread involvement.

I would suggest that we refrain from any programming which might bring about either a quick, or long range political, kick-back. The above listed programs I feel would fit this suggestion.

FINANCE — It is expected that KET will continue the greatest plan of budget needs preparation and submission to proper governmental agencies. After this is done then I would think that supplemental use could be made from expressed support of friendly groups or individuals to encourage favorable considerations. A limited (meaning very few) number of selected individuals, whose local and state-wide leadership is both recognized and respected, can be, in my judgment, greatly effective in getting the powers-that-be special attention, so to speak.

Probably the greatest advantage to KET of the Festival is the involvement of important organizations and individuals, for example. The Festivals farm program involved the President and the leadership of the Kentucky Farm Bureau Federation which represents nearly 150,000 rural family homes. This involved new and influential persons in a relatively little-explored segment of our prospective viewers and supporters. Because of this the monthly newspaper of the Kentucky Farm Bureau carried a story prior to the date of the Festival and a story and a front page picture afterward.

I am sure that a similiar story could be told about the other organizations which participated in the Festival and in my judgement this becomes FIRST CLASS for KET — and I am recommending its continuance...

KENTUCKY FARM BUREAU FEDERATION

120 SOUTH HUBBARD LANE, LOUISVILLE, KY. 40207 . . . . PHONE 897-9481

J. ROBERT WADE — President
WILLIAM BALDEN — 1st Vice-President
JACK GRIFFITH — 2nd Vice-President
JOHN W. KOON — Executive Secretary

February 25, 1975

Mr. Smith Broadbent, Jr.
Kentucky Educational Television
600 Cooper Drive
Lexington, Kentucky 40502

Dear Smith:

Following are the answers to the questions asked in KET's role and scope interview:

1. Kentucky Farm Bureau Federation is a general farm organization trying to serve the organizational needs of farm and rural families throughout Kentucky. The educational needs of Farm Bureau families, of course, are very similar to the needs of other families throughout Kentucky. They greatly need the continuation of the programs designed for elementary and secondary education. Adult and young farmers through Kentucky need more up-to-date information on improved practices in agriculture, including new varieties and strains of seed and livestock, also additional information on marketing, market news analysis, futures market, hedging and similar economic conditions.

2. In my estimation, KET is doing an excellent job with their programs designed for elementary and secondary education. KET has done very little toward farm management, farm economics, market conditions, and the current informational programs so very badly needed for farmers.

3. In my opinion, many of these farm and rural economic and social information programs needed by rural people could be done by KET.

4. The only problems or obstacles that I can see that exist in KET in the above mentioned programs for agriculture are getting these type programs produced and scheduled.

5. I believe farm people would use KET more if more desirable and useful programs were scheduled, particularly in the evening hours.

I hope these answers will be of some help to you.

Very truly yours,

John

John W. Koon
Executive Secretary

JWK:dc

CARROLL
VERNOR

K. ABRAMS
CHAIRPERSON

CARROL SMITH
ECUTIVE DIRECTOR

KENTUCKY COMMISSION ON WOMEN

February 25, 1975

Mr. Arthur M. Walters
Executive Director
Louisville Urban League
209 West Market Street
Louisville, Kentucky 40202

Dear Mr. Walters:

In accordance with the request in your memorandum of February 13, 1975, enclosing a copy of the questionnaire on the scope and role of Kentucky Educational Television, I am returning herewith a written response.

I trust these answers will be of assistance to you in your survey. If you have any further questions, please let me know.

Sincerely,

Carrol Smith

Carrol Smith, Executive Director
Kentucky Commission on Women

CS:em

Enclosure

1. What can you identify as the major educational needs of the various categories of people served by your agency or organization?

As a statewide service reaching thousands of Commonwealth citizens, I feel it imperative that K.E.T. deliver more "how-to" programs, ie., painting, music, sports, consumer tips, writing, contacting delivery services and systems. As government is larger and more complex than a decade ago, I see K.E.T. as possibly the functional medium in the state to reach all ages and sectors of the population. Programming on how government actually works and more programming on social and economic conditions and legislative changes would be appreciated by many of our citizens.

2. (a) How has K.E.T. been of assistance to you in meeting these needs?
(b) How effective has this endeavor been?

Presently, K.E.T. will be airing statewide a public hearing providing an open forum for Commonwealth citizens to call in asking questions of the Commission on Women regarding sex discrimination legislation, credit guidelines, employment problems, day-care problems, social and welfare maintenance. Through this program we hope more citizens will have an opportunity to address this Commission so we can more fully meet their needs. It is scheduled for Monday, April 14th from 8:30 to 10:30 p.m.

When I worked as Consumer Education Specialist I had hoped K.E.T. could work out more consumer-oriented programming and I still am concerned that today it may even be more important in our currently depressed economic condition.

The workings of government must be clearly explained and delivery services available to the Commonwealth could be better brought before the public as to how to contact, who, when and where and which segment of the population can be served by these existing agencies. With 700 service-oriented groups in the Louisville area alone, many citizens in Jefferson County and thousands more throughout the state get lost in the maze of who can do what for them in their respective communities and what state agency does what.

In the past this has not been effectively met and I hope that K.E.T. will be a programming station of the 70's meeting the 70's needs.

3. Are there needs not now being met or being met through some other delivery system, that could be met effectively through K.E.T.?

I think part of my initial answer under question 2 would also apply to this question. I reiterate my thinking that K.E.T. is one of the more appropriate mediums to meet a greater number of people as local media certainly reports to the audience they serve and part of Kentucky is served by out-of-state television, which in effect creates a greater responsibility on K.E.T. to be sure the citizens of our Commonwealth are kept in tune with their Kentucky government and culture. The use of programming by K.E.T. of the PBS is an asset. The recent penal code programs were a step in the right direction; though as I stated in question 1, more "how-to" programs are needed.

4. What problems or obstacles exist in your utilization of K.E.T.?

Thus far, K.E.T. has been most communicative in responding to our needs as evident through the airing of our public forum for women.

a) Organization relationships: In organizing programs we have met with no problems. The staff has been most helpful and effective.
b) Coordination: Same as a).
c) Appropriate planning: A lack of communication due to separation of cities may be a deterent to better planning, but appropriate planning is best where there is not an overkill factor of too many meetings at the same time. Many times we all tend to meet and plan things where we may even lose sight of the original objective.

KENTUCKY COMMISSION ON HUMAN RIGHTS

Galen Martin, Director

701 West Walnut Street

1. Unquestionable highest priority

KET (and other news media) should have a carefully designed plan to remind whites of the continued discrimination faced by most blacks every day of their lives. Most whites think that great advances have been made in ending discrimination and this is so untrue that it is tragic. There are many whites of good will who would help solve the problems faced by blacks, but they can't help solve problems of which they are unaware. KET could help make whites more aware.

REPLY TO KET--COMMISSION QUESTIONNAIRE

1. What can you identify as the major educational needs of the various categories of people served by your agency or organization?

Identifying the forms of discrimination encountered by minorities and women in Kentucky, and education in order to determine remedies and agencies established to investigate and take appropriate action on complaints of discrimination.

2. How has KET been of assistance to you in meeting these needs? How effective has this endeavor been?

KET has provided technical assistance in the preparation of a public service announcement regarding housing discrimination in Kentucky and remedies suggested as effective based on the experience of one black family.

This public service announcement has been aired on commercial stations throughout the state.

3. Are there needs not now being met, or being met through some other delivery system, that could be met effectively through KET?

The need to publicize the problems that minorities face in the public school systems and the under-representation of blacks at all levels of participation in the educational system of Kentucky is one activity that could be undertaken by KET.

For the many school districts that do not have their own educational TV station, like Jefferson County, KET could provide in-service human relations training for public school teachers.

KET might encourage and design programming dealing with the under-utilization of blacks on school faculties throughout Kentucky, the absence of blacks on the State Board of Education and the State Text Book Commission, and the fact that only 11 blacks serve on boards of education in Kentucky though there are over 700 school board seats in all districts with black students. This would point up the discrimination that blacks encounter directly from the public education system in Kentucky.

In addition to minority problems germa ne to education, there is also a need to educate Kentuckians as to problems blacks face in running for political office in Kentucky and the severe under-representation of blacks in elected positions throughout the state and this too might be a project KET might undertake.

The fact that most local police forces in the state have an under-representation of blacks, if they have any, is a severe problem in this State and this needs greater publicity. KET could provide programming that would assist local police forces and the State Police Force in recruiting blacks and women into law enforcement.

4. What problems or obstacles exist in your utilization of KET?

The main problem would appear to be COORDINATION. While KET provides programming which addresses minority problems on a national scope, more of an effort should be made to coordinate such national programs with local programs dealing with the problems that Kentuckians face.

REPORT TO THE KET STUDY COMMISSION ON
INTERVIEWS WITH
KENTUCKY ARTS COMMISSION, DEPARTMENT OF HUMAN RESOURCES
& THE BUREAU OF MANPOWER SERVICES

This report is based on interviews with staff and advisory personnel (past and present) of the Kentucky Arts Commission, and the Department of Human Resources and its Bureau of Manpower Services.

1. WHAT CAN YOU IDENTIFY AS THE MAJOR EDUCATIONAL NEEDS OF THE VARIOUS CATEGORIES OF PEOPLE SERVED BY YOUR AGENCY OR ORGANIZATION?
   A. Department of Human Resources
      1. In-service training for welfare workers throughout the state.
      2. "How to cope" programs for special recipient groups — The aged group seems to be the one currently uppermost in the minds of those who work with the needy, but there are numerous categories of people with whom the department works that would benefit from such programs, e.g., the handicapped, consumers, new mothers, the unemployed seeking jobs, the ill and medically disadbantaged, the mental health groups.
   B. Bureau of Manpower Services - The Bureau serves groups that not only need to learn a skill, but must also learn how to get along and to compete with others in the job market.

2. HOW HAS KET BEEN OF ASSISTANCE TO YOU IN MEETING THESE NEEDS? HOW EFFECTIVE HAS THIS ENDEAVOR BEEN?

KET service to the agencies interviewed is underutilized. KET has made its willingness to assist them known, and some tentative joint undertakings have been explored and/or accomplished. The agencies were disappointed to learn that KET was severely hampered by lack of funds, adequate scheduling, and equipment inflexibility. Consequently, the endeavors by these agencies to utilize KET have not been entirely satisfactory. In one case, the agency went to considerable difficulty to accommodate its needs to KET's abilities only to learn that once it was produced, commercial stations were willing and even eager to air the resulting program.

3. ARE THERE NEEDS NOT BEING MET, OR BEING MET THROUGH SOME OTHER DELIVERY SYSTEM, THAT COULD BE MET EFFECTIVELY THROUGH KET?

A. Kentucky Arts Commission -

The Commission is particularly interested in working with young filmmakers, and in this area it was felt that KET would be uniquely able to contribute. The Commission works extensively with commercial media, and would be eager to work with KET if KET's services could be expanded.

B. Department of Human Resources -

KET would be able to resolve the department's need for in-service training. The department has not used KET at all in this area, and the commissioner was enthusiastic about the idea. Use of KET, in this case, would meet needs not now being met at all since in recent years, the department's workers have been learning their jobs through on-the-job osmosis rather than through any formal training effort. The ineffectiveness of this system is obvious, and the complexity of the department's rules and regulations is such that even the most minimal training results in greatly increased job efficiency and accuracy. The department has training funds which could be used for the effort and in addition, has some funds which could be used to develop "how to cope" programs for underprivileged groups.

C. Bureau of Manpower Services -

KET is not suited for giving the technical vocational training in which the bureau specializes. It could, however, be most helpful in providing general guidance training and counselling, confidence building, and general instruction on the mechanics of applying for and being interviewed for jobs, as well as providing information on actual jobs available throughout the state. In addition, the bureau works with groups in remote areas, e.g., migrant workers, and it is difficult to fulfill federal requirements for services to such groups due to the remoteness of their location and the shortage of bureau staff and time. KET could be of help in assisting the bureau in meeting these federal requirements. Currently, the bureau is being sued by the US Department of Labor for inadequate assistance to migrant workers. The bureau has the money, as much as $600,000, for use in this area, and KET could be of immense help in fulfilling this need. The main problem in carrying it out probably would be a logistical one of getting word of the programs to the workers and then getting the workers to the TV sets and receivers to view the programs.

4. WHAT OBSTACLES OR PROBLEMS EXIST IN YOUR UTILIZATION OF KET?

In those cases in which attempts had been made to utilize KET, it was emphasized that the obstacle was lack of money--neither the agency nor KET had enough money and the things it can buy e.g., staff time, scheduling flexibility, camera flexibility, etc.,--to fulfill adequately the needs and the dreams of the agencies for their recipient groups. Consequently, the agencies had pursued other avenues of meeting their needs, with regret, for they realized that KET was a potentially more satisfactory solution for their problems. The second most frequently mentioned obstacles was lack of flexibility in scheduling, a problem which could be resolved with more money. When asked whether KET was expected to have the money or the agency itself could provide it, one agency said emphatically that KET should provide the funds. Everyone else, however, expected to meet this need from agency funds.

5. WHAT RECOMMENDATIONS WOULD YOU MAKE THAT MIGHT FACILITATE YOUR UTILIZATION OF KET?

The recommendations were unanimous, unhesitating, and emphatic. KET needs the following:

A. A big boost in funds

B. More staff and resources

C. More, and more flexible, equipment to enable out-of-studio filming

D. Greatly expanded use of KET in education, particularly in higher education -

Unlike other states (New York, for example), Kentucky has not really "bitten the bullet" of the question -- should be commit ourselves to education through, with and by TV. There are vast resources in the schools now and the time they are actually in use was said to be really very small and may not even be enough to justify the expense. If Kentucky went the way of New York and a few other states in the use of TV, could we double the capacity of our school system? By just exactly what percentage could we increase our schools' capacity by maximizing what is already available in KET? KET could be oarticularly useful, it was felt, in the realm of higher education: (1) large standardized basic courses could be taught by TV throughout the state system and then backed, as is now the case anyway, by graduate assistants on every campus to work additionally with those students who need it; (2) small seminar type courses by recognized leaders in their field, e.g., Dean Rusk or Henry Kissinger to teach a course on diplomacy or American-Soviet relations since World War II; (3) curriculum diversity for small colleges throughout the state who would not otherwise be able to afford such courses. In primary and secondary schools, greater use of TV was seen as an opportunity to free the teachers from certain classroom task in order to be able to devote their time to other classroom tasks such as those required by the slower learners. There are also wide possibilities for use of KET to provide summer school courses on all educational levels. There may be some reluctance in the Department of Education to depart from the tried and true methods and to venture into what are still innovative territories. Consequently, it was felt that Department of Education commitment that it wants to promote KET as an answer to its prayers will be necessary for the effort to be totally successful.

(NOTE: When queried about Louisville teachers' feelings about ETV, one second grade teacher said that the teachers in her school liked ETV very much and wished there was more of it.)

E. New program suggestions -

1. More programs on Kentucky and its government e.g., litigation of strip mind cases, wage and salary hearings, legislative research commission meetings, cabinet meetings, sessions of the legislature.
2. "How to cope" programs of all types; specific suggestions

included:

a. how to stretch a tight budget

b. how to cook using leftovers and odd bits of food

c. how to shop

d. how to budget

e. The suggestion mentioned above for programs on how to go about getting jobs and filling in applications, etc., fits into this category and could comprise a mini-series in itself.

3. A series of programs on lost and dying arts and trades in Kentucky and the people who still ply them.

4. Another program that would have universal appeal would be a series concerning trades and careers, each program designed so as to illustrate to a student or a worker choosing a new career just what that career is like, what the work entails, what the advantages and disadvantages of it are, in effect, just what it would be like to hold a job in that field from day to day. It was suggested, in addition, that the Foxfire approach could be utilized to make such a series, including high school students in the filming and production crews, thus giving them the opportunity to actually see whether they would like film careers.

6. MISCELLANEOUS OBSERVATIONS

A. There were two criticisms of the GED Series:

1. We, as a society, tend to put more emphasis on degrees than

on learning, however that learning may be achieved. GED contributes to this tendency, but the person making this observation felt that by all means, GED should be continued.

2. Another felt that the series was static and sterile, particularly in the approach it took to poetry. It was noted, and in contexts other than GED as well, that lecture type programs and one-to-one interviews are no different than what was done on radio, and do not take advantage of TV's unique talents.

B. There were compliments for KET's entertainment and cultural programs, particularly for Masterpiece Theatre, Wall Street Week, and Washington Week in Review.

C. There were no reception complaints as Frankfort has cable TV.

SUMMARY

The Department of Human Resources was excited and challenged by the idea of using ETV in resolving its truly serious problem of training large numbers of state welfare workers. There are funds available that, with ETV, would probably be sufficient to do the job, but on a classroom/teacher approach, would be totally inadequate for the task at hand.

The solution that Human Resources seems eager to explore for in-service training was posed as a question and a challenge with regard to educating the state's students: Could we by maximizing what is already available in KET, double the capacity of/our school systems? Just exactly by what percentage could the capacity of our schools be increased through maximum use of KET? So far, Kentucky has not "bitten the bullet" by deciding to "go all the way" with KET. It is an opportunity to have the kind of educational system we want but really cannot afford.

Martin

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MAR 1 7 1975

Murray State University The President's Office
Murray, Ky. 42071 (502) 762-3757

March 11, 1975

Dr. Robert R. Martin
President
Eastern Kentucky University
Richmond, Kentucky 40475

Dear President Martin:

Murray State University submits the following comments and responses to the queries in your letter of February 25, 1975.

1. The major educational needs which could be fulfilled through the use of ETV appear to be in the areas of adult and continuing education. This is especially true for persons who find travel difficult or impossible, such as occupants of correctional institutions, nursing homes and the like.

ETV can be utilized to provide extended-campus coursework for nearly all parts of the broad spectrum of people served by the University. However, this is not to suggest that we favor the establishment of an external degree program that would be offered entirely by KET.

2. Except for some specialized graduate education courses KET has not yet met the needs that we believe could possibly be fulfilled by this medium. KET, on a state-wide basis, may not have the flexibility to provide for the ever increasing divergence of educational interest. The one-hour time difference which exists between most of Kentucky and the western part, for example, has some bearing on the effectiveness of statewide ETV offerings and scheduling.

3. It appears that individual network outlets need to have more flexibility in the programs that they are permitted to broadcast. To be specific, we believe Murray State University should be permitted to televise locally a limited number of course offerings which would be of local or area interest.

4. (a) Present organizational relationship appears to be workable.
(b) Coordination of KET's diverse activities requires continuous attention.
(c) As indicated earlier diverse interests and needs make it very difficult for programs other than those of a very general nature to satisfy existing local needs.
(d) Program scheduling seems to be satisfactory except on occasion when the time difference has some bearing.

(e) Murray State University's equipment and studio facilities are excellent; however, additional flexibility and use could be obtained from the investment if Murray had the capability of using the transmitter on a local basis. The only additional equipment that would be required to do this would be the addition of a microwave link from the studio to the transmitter site.

We believe the possibility of originating live programs from the TV studios located at the various institutions should be investigated. For Murray this would require replacing the one-way network line from Murray to KET with a two-way line.

(f) The TV signal that is transmitted is comparable to commercial signals in the locality.

5. Recommendations for expanded academic uses of KET would require expenditure of additional funds which at present would require alteration of some currently established priorities.

Sincerely,

Constantine W. Curris

CWC:prd

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

OFFICE OF THE PRESIDENT

March 12, 1975

President Robert R. Martin
Eastern Kentucky University
Richmond, Kentucky 40475

Dear President Martin:

In President Singletary's absence I am responding to your request for our thoughts on the role and scope of Kentucky Educational Television. I have responded to each of the specific questions you posed.

1. The major educational needs of the various categories of people served by the University of Kentucky are:

   a. Students: formal academic degree or certificate programs

      developmental studies programs

   b. Faculty: access to advances and changes in the faculty member's academic discipline

      access to methodological or resource developments in the areas of academic instruction, research, and service

      opportunity to develop or maintain skills supportive of faculty activities (example: the ability to do basic computer programming)

   c. Staff: opportunity to develop or maintain occupational skills or proficiencies in order to function at an adequate level or to prepare for advancement

   d. Special Professional Groups: access to continued professional development, especially in areas where knowledge or methods and practices are rapidly changing or expanding (example: the areas of health science, law enforcement, education, and agriculture)

e. The Public: access to relevant and timely information and analysis on subjects of public interest and concern (example: health maintenance or environmental quality)

access to basic or broad interest programs that can be taken as courses for college credit

access to a wide variety of continuing education programs designed to promote individual skills, interests, or personal development

2. I do not have available on this short notice a satisfactory assessment of the degree of involvement that the University of Kentucky has had with KET or a measure of the effectiveness of this involvement with regard to the educational needs outlined above. I do know that in at least one case we have had to discontinue what appeared to be a successful program because we could not support the internal effort necessary to produce it. I refer to the open-circuit health programs produced by the Medical Center. Another program, directed toward providing continuing education opportunities for physicians,was discontinued when funding for closed-circuit programming was discontinued. I do know that the KET broadcasting associated with the Appalachian Regional Satellite Program has proved satisfactory from an administrative standpoint. Of course, there is as yet no overall assessment of that program.

3. Certain of the educational needs listed in section 1 are "naturals" for educational television. Specifically, these include the needs of special professional groups and the general public. In addition, there are other areas in which educational television can be used effectively. Some of these are:

a. Presentation or sharing of basic courses common to many degree or certificate programs which can be taken by many students, perhaps on different campuses

b. Use of television in the management of health care activities (example: medical consultations involving patient examinations, transmission of x-rays, etc., which would otherwise require considerable time and/or patient or doctor travel to effect)

c. Use of television to present "field conditions" (example: elementary classroom situations, social behavior and interaction patterns, or archeological sites)

4. The production of television and the associated administrative activities require resources that are simply not available in the current University budget. Unless these are committed from other sources, it does not seem likely that we will be able to realize the full potential of KET.

5. I recommend that funds be made available for expanded activities, specifically in the area of higher education.

I think that KET might consider appointing an individual specifically to coordinate activities in areas of broad need and involvement, such as in the health education areas.

Sincerely,

Donald B. Clapp

Donald B. Clapp
Executive Assistant
to the President

ef

M E M O R A N D U M

TO: Dr. Morris Norfleet

FROM: Harry Mayhew HCM

DATE: March 6, 1975

RE: Kentucky Educational Television

In response to your memorandum of March 5 concerning questions asked by Dr. Martin in regard to Kentucky Educational Television utilization, I am listing Dr. Martin's questions and my reactions:

Question #1: What can you identify as the major educational needs of the various categories of people served by your agency or organization?

Response: We have been most successful in enrolling students in KET courses who are teachers in service. "Human Relations and School Discipline" and "Career Education" are notable examples. MSU has a large off-campus enrollment in Business and Economics. Appropriate courses in this area could be utilized by our program. There are numerous groups which need continuing education activities, such as medical personnel, who might benefit from KET programming.

Question #2: How has KET been of assistance to you in meeting these needs? How effective has this endeavor been?

Response: KET has been most cooperative and is eager to assist. However, because of the cost involved in TV producation, it appears to me that KET offers TV productions which are readily available and not necessarily those that are most needed. In cases like this we find ourselves with a product for which we try to seek out a market. It would be ideal if we could first identify the need and produce programs to specifically meet that need.

Question #3: Are there needs not now being met, or being met through some other delivery system, that could be met effectively through KET?

Response: It appears to me that there are myriad opportunities for continuing education programs. Perhaps KET should be utilized to award Continuing Education Units as well as academic credit.

Question #4: What problems or obstacles exist in your utilization of KET?

Response:
(a) Organizational relationships - no problem.
(b) Coordination - no problem.
(c) Appropriate programming - limited.

(d) Scheduling - need more advance time.
(e) Equipment - no problem.
(f) Reception - some prospective students say they have no access to KET telecasts.

Question #5: What recommendation would you make that might facilitate your utilization of KET?

Response: Advance scheduling and more extensive and appropriate offerings would be beneficial.

KENTUCKY EDUCATIONAL TELEVISION

Prepared By

Don Holloway

WHAT CAN YOU IDENTIFY AS THE MAJOR EDUCATIONAL NEEDS OF THE VARIOUS CATAGORIES OF PEOPLE SERVED BY YOUR AGENCY OR ORGANIZATION?

Catagories and Needs of people served by Morehead State University.

1. Youth (17-24) who have the objective of getting a bachelor's degree for professional positions.
2. Youth (17-24) who have the objective of getting an associate degree for quicker entry into the job market.
3. People with a bachelor's degree who wish to continue education at the graduate level for a Master's Degree.
4. People who wish to continue their education for in-service development but without the objective of getting an advanced degree.
5. Individuals who wish to continue their education but are not interested in a degree or a specific program (CEU).

HOW HAS KET BEEN OF ASSISTANCE TO YOU IN MEETING THESE NEEDS? HOW EFFECTIVE HAS THIS ENDEAVOR BEEN?

KET assists Morehead State University with the first group those seeking an undergraduate degree by providing the PUBLIC BROADCASTING SERVICE programs. The theatre programs are enrichment to the literature and theatre academic programs. The public affairs programs are resources for the political science and government courses. The effectiveness is minimal because there is no system for utilization.

KET does not provide leadership for university implementation of materials. University faculty are not informed about the programs and are not trained adequately for effective utilization. It is a problem of attitude toward technology which will require personal commitment and planned training both at KET and at the institution to overcome. Both are deficient.

The closed circuit system of KET to the regional campuses and community colleges had great potential. The English Course for freshmen was the best example of potential effective use of the television closed circuit delivery system. The effectiveness was minimal due to four reasons:

1. Potential users were not involved in the design of the TV materials.
2. The materials were "total" teaching rather than a resource and became an infringement imposed upon the individual classroom and teacher rather than a resource for it.
3. There was no plan for additional activities or leadership at the local level.
4. There was no coordination for KET. KET provided only the technology.

Effectiveness of technology is dependent upon a efficient content management system. KET left the management of content to a single institution which could not (or did not) go beyond its own goals. Therefore, in fact, a statewide system never existed except in lines and receivers.

KET has provided no programs for utilization in the associate degree area.

The consortium has been a step in the right direction. Many procedures which needed coordination and input from the various institutions were started. This development takes more time and effort than has been given to it. There are many problems which are yet to be overcome.

Examples of recent assistance from KET at the Graduate Level to meet the needs for in-service and continued work on an advanced degree are: Human Relations and School Discipline, Accent of Man, and Careers. The effectiveness has been limited due to the lack of advance planning and other items which will be discussed under item 4.

ARE THERE NEEDS NOT NOW BEING MET, OR BEING MET THROUGH SOME OTHER DELIVERY SYSTEM, THAT COULD BE MET EFFECTIVELY THROUGH KET?

Continuing Education has general or universal needs that can be met by KET as an open broadcast system. It is the major group with identifiable needs. It is conceivable that a group of institutions and state agencies could work together to provide a series of programs which deals with traffic laws and highway safety in Kentucky. This should be directed to the general public and be available to all citizens. Such a series could have a workshop component conducted by the State Police, the universities, and community colleges. High Schools and vocational schools could be used. Such a sequence of viewing TV on KET and local workshops could be required for renewal of licenses each five years. This is only one example which would make KET the major catalyist for the entire state to become a "community school." KET and Higher Education should cooperatively work for improvement of the system.

Home safety, fire prevention and protection in the home, parliamentary procedure, and many other subjects can be identified as universal and related to all citizens. These are legitimate Continuing Education Units (CEU) for KET and Higher Education.

WHAT PROBLEMS OR OBSTACLES EXIST IN YOUR UTILIZATION OF KET?

a. Organizational Relationships:

KET and Morehead State have limited effectiveness because there is no stated procedure or line of communication between the two organizations. Contact may and should be defined in advance and understood by all management of each agency. Once this was done, the internal flow of information within the university could be improved. Many individuals feel there is a basic discrepency between the "style" of a university (some call it "academia") and the "style" of KET as media industry. These two must become more understanding of each other and mechanisms to overcome the problems must be established.

b. Coordination:

The Consortium was a step in the right direction and the results of minimum coordination have already been seen. More coordination is needed but it must be more clearly established at the policy level by the two agencies (KET and the COUNCIL ON PUBLIC HIGHER EDUCATION) and operated in a formal (Professional) rather than informal manner.

c. Appropriate Programming:

Programming which has been provided has been appropriate. There needs to be more of it and the potential user (faculty) should be involved in addition to administrators.

d. Scheduling:

Open Broadcasting will always present scheduling problems which must be dealt with by the institution and the faculty. The main deterrent to success in scheduling with KET has been that it has been done at the last minute after each institution has already established and published its traditional class schedule. The KET schedule should be negotiated by KET and the Consortium (or the institution) (or the Council on Higher Education) at least 9 to 12 months in advance. Each institution, the faculty and departments involved, should build a compatible schedule. Programs presented by KET should receive at least the same respect as other courses, Curriculum Committee review, etc. Without this, negative factors build and a good system is lost for the wrong reasons. Scheduling is the most difficult psychology problem to overcome.

e. Equipment:

Adequate points of reception on the Morehead State University campus has been a problem and an impediment to utilization. It is the old "chicken and egg" problem. We have not chosen to increase the reception points until there was more evidence of utilization.

f. Reception:

We have no problems with quality reception.

WHAT RECOMMENDATIONS WOULD YOU MAKE THAT MIGHT FACILITATE YOUR UTILIZATION OF KET?

a. We recommend a policy that programs will identified, reviewed, and decisions made at least nine months in advance of the air dates. This will allow time for institutional mechanics of scheduling, promotion, and registration to be in step with the entire academic program. (We realize this policy is needed more for the institutions than for KET and failure in the past has been due to institutional pressure through the consortium.)

b. We recommend that the Council of Public Higher Education work with the institutions to standardize credit, fees, course requirements and procedures. Procedures should include standard workshop sessions and standard examination procedures.

c. We recommend a policy of providing personnel for training for utilization.

d. We recommend a policy which commits KET and the Council on Public Higher Education to cooperatively arrive at a joint management system.

e. We recommend that the Council on Higher Education study other mechanism (organizational structures) which would determine and provide the production, distribution, and utilization support for delivery systems other than open television broadcast. Cable, Audio and Video Cassette, and open broadcast on radio should all be considered.

f. We recommend that a statewide FM radio system be carefully studied as a new and exciting delivery system for materials for Higher Education enrichment.

Response to Questions Raised Regarding Kentucky Educational Television

—— Prepared by Morris Norfleet

1. What can you identify as the major educational needs of the various categories of people served by your agency or organization?

The major educational needs of the people served by Morehead State University are as follows:

a. One-year, two-year, and four-year undergraduate degree offerings

b. Graduate and Specialist and/or Rank I degree offerings

c. In-service education for teachers and public school administrators

d. Short-term workshops and in-service education for business and industrial people

e. Cultural enrichment activities for the Morehead and eastern Kentucky region

These different categories of program offerings comprise the efforts of the University in meeting the needs of the people of eastern Kentucky. Continuing education is a need of those individuals who may or may not have received a degree, but they are taking these courses and/or programs for enrichment and upgrading purposes.

2. How has KET been of assistance to you in meeting these needs?

Kentucky Educational Television has assisted Morehead State University in offering college courses for credit to the teachers of the state of Kentucky. Some cultural enrichment programs have been offered which have been beneficial to our constituency.

Kentucky Educational Television has probably been of the greatest service in offering in-service programs for the teachers of eastern Kentucky as the result of a joint effort throughout the Commonwealth.

How effective has this endeavor been?

The most effective endeavor has been in the area of in-service education because of the large number of individuals reached as a result of program offerings. Even though some courses have been offered via Kentucky Educational Television, the enrollment in these courses has not been of the magnitude that we would have hoped to have.

3. Are there needs not now being met, or being met through some other delivery system, that could be met effectively through KET?

Even though Kentucky Educational Television has embarked on a GED program in the state of Kentucky, it has not been as effective as it could have been had more time been spent on planning the management and implementation system for the program. This is a need that definitely exists in our eastern Kentucky area and could be met more effectively with the suggested improvements to the total system. Another area of needs that could be met is through more in-service education programs for teachers on a continual basis dealing with specific topics for two or three sessions at a given block of time. The third area of need that could be met is through continuing education type programming with more efforts focused on developing specific skills, such as in the crafts area. This could also apply to in-service education such as the pharmacy program that has been developed in the past.

4. What problems or obstacles exist in your utilization of Kentucky Educational Television?

a. & b. Organizational relationships and Coordination - A more positive leadership role should be assumed in the organizational relationship by KET to develop an organizational structure and perform a coordination function which will do long-range planning to enable institutions to know what is possible and when various things will be offered to permit time for gearing up to meet the needs of the program. A step forward was taken when the Consortium of Institutions was developed; however, with the rapid turnover of leadership in that position, very little has emerged that could be said to form a part of the hard-core programming within the institutions.

c. Appropriate programming - At this time much effort has been expended on promoting canned programs, and some of these have been very good. However, more of a coordinated effort should be developed in bringing into fruition courses developed by a team of professors with expertise in specific areas throughout the state.

d. Scheduling - The scheduling that has been done has been on a hurry up and wait basis, and there has been a lack of communication as to when specific tasks should and could be accomplished.

e. Equipment - In terms of equipment, there has been a focus on developing a very elaborate production center at the central office in Lexington, and there has not been enough leadership and expertise directed toward the production units on the individual campuses to help upgrade production capabilities.

f. Reception - The reception tends to be good in our area, and I don't know that any specific suggestion could be offered here.

5. What recommendations would you make that might facilitate your utilization of KET?

   a. If more leadership could be given from the central office to developing the production capabilities on each campus that would be coordinated from one institution to another and between the institutions and the central production facility, more utilization could be developed through this process.

b. Programming of a regional nature should be identified and scheduling worked out whereby this could be aired to meet those regional problems.

c. More in-service education for public school teachers should be developed.

d. More programming of interest to people in the business and industrial field should be developed.

e. I feel that the utilization of Kentucky Educational Television will be greatly improved if a closer coordination between the efforts of the Council on Public Higher Education and KET could be developed as well as with the State Department of Education. Course offerings and in-service programming for teachers in the region could be coordinated and developed for implementation purposes.

f. Within recent months it appears that Kentucky Educational Television has gradually moved into the type of programming that one finds on a commercial channel. I am not sure that this is wise, and it detracts from the central thrust of an educational television station.

Responses Regarding Kentucky Educational Television - Dr. James H. Powell

Response to Question 1

With specific reference to public education, it appears that major educational needs exist for the (a) enrichment of curricula in the elementary and secondary schools, (b) the in-service preparation programs for teachers and, (c) a continuing education program for adults.

Response to Question 2

The Kentucky Educational Television has been of some assistance in meeting the needs cited above. Its effectiveness appears to have been directly proportionate to the resources available. With the single channel only a limited number of the needs can be met.

Response to Question 3

It is the opinion of the writer that the Kentucky Educational Television network can be used more effectively in the areas of in-service education and continuing education for the adults of the area. Obviously, with more channels, the network could simultaneously offer an enriched program for all learners.

Response to Question 4

Some problems have emerged that are obstacles for full utilization of the network. Some of these are:

1. A constellation of problems exists that include communications between the network and the institutions. These problems do not appear to be created by personnel involved but rather from the lack of history and tradition in reaching consensus on how to handle various aspects of the program.

2. Coordination among the various institutions granting credit for the televised programs and a uniform set of expectations for students participating in the classes may be a problem.

Response to Question 5

It is the opinion of the writer that much more dialogue must take place between the network personnel and the institutions of higher education in the state to plan adequately for services to be delivered in the future. Somehow, a way must be found to provide adequate lead time for the network and the institutions to program the offerings and to give the programming adequate publicity.

WESTERN KENTUCKY UNIVERSITY
BOWLING GREEN, KENTUCKY 42101

ffice of the President

March 7, 1975

Dr. Robert R. Martin, President
Eastern Kentucky University
Richmond, Kentucky 40475

Dear President Martin:

Your recent letter concerning the optimal use of educational television has received considerable attention on the Western campus. In order to fully respond to your inquiry we felt that it was necessary to give you an assessment of the present situation in television utilization. The needs currently being served by the use of educational television include the following kinds of activities:

(a) Instructional support. The major use of educational television on the campus of Western Kentucky University is instructional support. Numerous short programs or segments of taped material are used on the campus and in extended campus centers as an integral part of instruction.

(b) Primary resource materials. In the libraries and resource centers taped instructional materials are available. These resources serve as enrichment materials and they also complement instruction.

(c) Instruction. Limited use has been made on the campus of open broadcast television courses. Televised programs of instruction may be offered for credit if approval is given through the normal curricular approval procedure. Our experience would indicate that this activity would continue to be limited. Prepared instructional programs are used extensively in extended campus instruction. Major portions of some courses are delivered through portable video cassette.

(d) Service programs. The broadcast of programs which render a service of enrichment or information to a large number of Kentucky citizens would seem to be a more efficient use of our fine educational television network than credit courses for which relatively few would enroll. This does not preclude the use of the occasional outstanding television courses which serve the needs of an extensive segment of the population.

Study of the questions which you present has not led to the identification of any major problem with respect to the utilization of KET. The video cassette recorder appears to us as the more efficient and more effective delivery system for certain types of instructional programs.

The inservice type of program aimed at a statewide audience would seem to be the more appropriate type of programming for KET. This kind of program would not be confined to any particular group and might not involve college credit. Service type programs in aid of business, education, and industry might well be prepared by the institutions to serve specific identified functions.

We appreciate being asked to respond to these questions. We hope our response will be of some benefit to your study. We will be pleased to supply additional information about any of these points.

Sincerely yours,

Dero G. Downing
President

DGD:mcb

EASTERN KENTUCKY UNIVERSITY
RICHMOND, KENTUCKY 40475

OFFICE OF THE PRESIDENT

February 25, 1975

answers typed after questions

Mrs. Garnett Bale
110 South Maple Street
Elizabethtown, Kentucky 42701

Dear Mrs. Bale:

Kentucky Educational Television became operational in 1968. However, the legislation creating KET and Kentucky Educational Television Authority was enacted some ten years ago. Needs and conditions have changed substantially in that time. Therefore, the Educational Television Authority has appointed a Study Commission to determine what the role and scope of KET should be under present conditions and in the future.

As part of its activities, this Study Commission looks forward to interviews with representatives of a number of users and potential users of educational television. The purpose of such interviews is to inform the Study Commission of the extent to which KET alone and in corporation with other agencies and inherent groups can best meet the educational needs of the state, what programming content is most appropriate, and what delivery system appears most efficient. I have been designated as the individual to seek interviews with the 18 members of the Council on Public Higher Education.

Since personal interviews are not possible, I am taking this means of soliciting your comments and responses. We would be pleased to hear your comments and responses to the following questions:

1. What can you identify as the major educational needs of the various categories of people served by your agency or organization? *All sorts of programs having to do with better communication between individuals*
2. How has KET been of assistance to you in meeting these needs? How effective has this endeavor been? *Effective with Addelstein and such as "Ascent of Man" and Kenneth Clarke*
3. Are there needs not now being met, or being met through some other delivery system, that could be met effectively through KET? *MANY*

Mrs. Bale
Page 2
February 25, 1975

4. What problems or obstacles exist in your utilization of KET?
    a. Organizational relationships
    b. Coordination
    c. Appropriate programming
    d. Scheduling
    e. Equipment
    f. Reception

5. What recommendations would you make that might facilitate your utilization of KET? More monies for continuing ed programs

These questions are identical with those that are being asked other agencies and organizations. I hope that you do find the time to respond to them. It would be helpful to me if I could have your response by March 10 so that they may be tabulated by the next meeting of the Study Commission to be held in mid-March.

Cordially yours,

Bob

Robert R. Martin

RRM/pg

APPENDIX C

TELEPHONE SURVEY RESPONSE

COMMONWEALTH NEEDS

General Public Survey and Informal Needs Assessment

Spring '75
Kentucky Educational
Television
600 Cooper Drive, Lex.

COMMONWEALTH NEEDS

General Public Survey and Informal Needs Assessment

A Survey Conducted in the Spring of 1975

Rationale

In order to make both in-school and evening programming at Kentucky Educational Television responsive to the needs, tastes and interests of Kentuckians, KET has made an effort to establish and maintain a continuous dialogue with both community leaders and the general public. The formal goal of ascertainment is: to identify and define the needs, attitudes, interests, and problems of all citizens of the state and of citizens outside the state falling within the liscensee's grade A contours and to determine the extent to which programming and production decisions should be made based on this information.

Formal ascertainment procedures include random sampling from various strata within the state and are conducted periodically to identify specific needs areas. Informal means of identifying emerging issues of concern to Kentuckians include the tallying of correspondence, in-coming phone calls, call-in show responses, requests from friends, and various forms of informal surveys. Descriptions of two such surveys follow:

GENERAL PUBLIC SURVEY

Description of Survey

In early spring of 1975, Kentucky Educational Television contracted Drs. R.L. Anderson, D.G. Haack, and H.E. McKean of the University of Kentucky Statistics Department to conduct a random telephone survey of the Commonwealth during the third week in May, 1975. The survey was designed to accomplish two purposes: (1) to establish the weekly cumulative audience viewing KET programs and (2) to determine the needs, interests and problems facing citizens in the commonwealth.

Random sampling of listed telephone numbers was conducted according to population distributions in various strata throughout the commonwealth, and postcards informing household members that they were to be interviewed were mailed to the correspond addresses. University students were trained to conduct the telephone interviews (see sample interview form in Appendix A) and calls were made over a 10-day period from 7:30-9:30 p.m. in the middle of May.

The surveys were returned to KET Research Section for categorizing of responses to the four final questions...one question asked the respondant to list any topic on which she/he would like to receive current and accurate information: the remaining three questions asked the respondant to name the major need and/or problem facing their community, the commonwealth, and the nation.

Responses to each of the four questions were first tallied into rather specific categories which were then collapsed into more general categories. Although the survey questions asked for a single major need, problem, or topic of interest, respondants often gave several responses to each question. Where this was the case, each response was categorized separately unless the responses, in combination, had a general thrust which differed from those of the separate responses.

Results of the Survey

Of the 920 households sampled, 20% refused to respond to the questions.

Tables 1 - 4 list the major categories emerging from responses to each of the four questions.

Because of the nature of the questions, respondants were encouraged to think of a different response to each question rather than giving the same general problem for each level of government and/or their personal interests. For this reason, the categories may be collapsed across levels without a great deal of repetition in individuals' responses. Overall categories emerging from combining all responses at every level are listed in Table 5.

TABLE 1

PERSONAL: NEEDS AND INTERESTS AREAS BASED ON SURVEY QUESTION 7

19% of the persons contacted refused to answer the question.

43.6% of the persons contacted had no opinion.

Of the total responses given to this question, basic categories and their respective percentages are listed below:

NEWS (More in-depth coverage, foreign affairs, more local and state coverage, panel discussions, etc.)	28.2%
GOVERNMENT (Information on new laws, legislative and congressional action, political debates, local and state government)	12.1%
CHILDREN/FAMILY (Children's education, child care, marriage counseling, drug and alcohol use in children, religious shows, etc.)	10.8%
LIVING (Cost of living, inflation, taxes, employment, consumer information, retirement, social security)	10.0%
INSTRUCTION IN SPECIFIC SUBJECT AREAS (History 3.9%, Science 2.1%, Math .5%, Languages .5%, Reading .3%)	7.4%
EDUCATION (Information on schools and educational systems, college costs 3.2%, More educational programs 2.4%)	5.5%
SPORTS (Fishing, bowling, etc.)	5.3%
PROGRAM GENRES (Old movies, westerns, detective stories, comedies, etc.)	4.5%
ENVIRONMENT (Information on strip-mining, animals, nature, pollution)	3.4%
CULTURAL (Arts, music, drama, ballet, etc.)	2.4%
CRAFTS, HOW TO's (Furniture refinishing, gardening, etc.)	2.1%
TRAVEL (The West, Living styles in different countries, etc.)	1.6%
MISCELLANEOUS	6.8%

Question 7: On what topic would you most like to receive current and authentic information?

TABLE 2

COMMUNITY NEEDS AND PROBLEM AREAS BASED ON SURVEY QUESTION 8

19.8% of the persons contacted refused to answer.

30.2% of the persons contacted had no opinion.

Of the total responses given to this question, basic categories and their respective percentages are listed below:

LIVING (Cost of living, housing, taxes, employment, inflation, etc.)	19.3%
PEOPLE (Togetherness, recreational facilities, better communication, helping others, drugs, alcohol, etc.)	17.0%
TRANSPORTATION (Bad roads and streets, traffic problems, parking, mass transit)	9.4%
EDUCATION (Better schools, improvement in quality of education, more qualified teachers, busing problems, etc.)	9.0%
CRIME/LAW ENFORCEMENT (Theft, robbery vandalism, more police protection, law and order, etc.)	8.6%
TEENAGERS/YOUTH (Need for recreational facilities for young people, juvenile delinquency, lack of communication with, need for more discipline)	8.4%
ENVIRONMENT (Conservation of natural resources, energy crisis, strip-mining, wildlife preservation, pollution, etc.)	8.4%
GOVERNMENT (Need for honesty in, regulation of spending, inept inadequate)	7.1%
NO PROBLEM, GOOD COMMUNITY	4.6%
MISCELLANEOUS	8.2%

Question 8: What do you consider to be the major need or problem facing your community?

TABLE 3

COMMONWEALTH NEEDS AND PROBLEM AREAS BASED ON SURVEY QUESTION 9

20% of the persons contacted refused to answer this question.

26.1% of the persons contacted had no opinion.

Of the total responses given to this question, basic categories and their respective percentages are listed below:

LIVING (Cost of living, high taxes, employment, inflation, etc.)	39.5%
EDUCATION (Better school systems, more qualified teachers, busing problems, more discipline in schools, etc.)	17.1%
PEOPLE (drug abuse, alcohol, religion interpersonal relationships, cooperation between people, etc.)	10.9%
GOVERNMENT (More honesty, corrupt politicians, more representation of the individual, etc.)	10.9%
ENVIRONMENT (Strip-mining, Red River Dam, pollution, energy conservation, etc.)	6.3%
CRIME /LAW ENFORCEMENT	4.2%
TRANSPORTATION (traffic problems, bad roads, etc.)	3.8%
DEVELOPMENT OF STATE (More industry, recreational facilities, etc.)	2.9%
MISCELLANEOUS	4.2%

Question 9: Besides this local problem, what do you consider to be the major need or problem facing the citizens of Kentucky?

TABLE 4

NATIONAL NEEDS AND PROBLEM AREAS BASED ON SURVEY QUESTION 10

20.2% of the persons contacted refused to answer this question.

16.9% of the persons contacted had no opinion.

Of the total responses given to this question, basic categories and their respective percentages are listed below:

LIVING (Cost of living, inflation, taxes, social security, employment, etc.)	36.4%
GOVERNMENT (Corrupt system, need for more honesty, need for good leadership, etc.)	28.0%
FOREIGN AFFAIRS (Vietnam, Cambodia, Refugees, National defense, need for more "backbone" in dealing with other nations, etc.)	13.9%
PEOPLE (Drug and alcohol abuse, need for cooperation, racial problems, religious problems, etc.)	12.6%
CRIME/LAW ENFORCEMENT	2.3%
ENVIRONMENT (Pollution, energy conservation, etc.)	1.8%
EDUCATION	0.9%
MISCELLANEOUS	4.0%

Question 10: Besides these problems, what do you consider to be the major need or problem facing our nation?

TABLE 5

OVERALL NEEDS AND PROBLEM AREAS BASED ON A COMBINATION OF RESPONSES TO QUESTIONS 7-10, (PERCENTAGES ARE BASED ON 2027 RESPONSES)

Because of the nature of the questions, respondants were encouraged to think of a different response to each question rather than giving the same general problem for each level of government and/or their personal interests. For this reason, the categories may be collapsed across levels without a great deal of repetition in individuals' responses. Overall categories emerging from combining all responses at every level are listed below. Percentages are based on 2027 responses.

LIVING (Cost of living, unemployment, taxes, inflation, etc.)	28.2%
GOVERNMENT (corrupt system, need for leadership, better political system)	15.7%
PEOPLE (Need for more cooperation, religious problems, drug and alcohol abuse, communication problems, etc.)	14.8%
EDUCATION (Better systems, more qualified teachers, etc.)	7.8%
NEWS (Need for better, more in-depth coverage, more state and local news, etc.)	5.3%
ENVIRONMENT (Wildlife preservation, pollution, energy crisis, strip-mining)	4.8%
FOREIGN AFFAIRS (Vietnam, Foreign policy, national defense, war problems, etc.)	4.4%
LAW/LAW ENFORCEMENT/CRIME	3.8%
TRANSPORTATION (Bad roads, traffic problems, etc.)	3.2%
MISCELLANEOUS	11.7%

Interpretations and Summary:

Although the sample size is more than adequate to represent the state (national surveys are often based on samples of less than 1500) and sound population stratification procedures (geographically) were used, any gemeralizations to the entire Kentucky population based on this survey are limited by the fact that Kentuckians not having telephones may have different needs and interests than those who do have telephones --consequently, the findings of this survey may not represent non-telephone households.

It is interesting to note the differences in percentages of persons responding "no opinion" or "I don't know," to the various questions. This may be a result of the different news media treatment of problems at the various levels. It was difficult for many people (43.3%) to name a topic on which they would like to receive information, but only 17% were unable to name a problem or need on the national level. This observation supports other findings that the general public is unable to articulate interests and needs outside of those most often treated in the news media.

An overwhelming interest in employment opportunities, cost of living, "how to get by" skills was stated on all levels--personal, community, state, national--as were people problems (need for recreational facilities and better communication, alcohol and drug abuse, etc.)

On the personal level, a strong interest in and desire for more in-depth coverage of current events (both national and local) became quite evident. Panel shows, discussions/talk shows, and magazine formats were often mentioned. A request for information on new laws and open television debates were also common as well as information on such life-coping skills as educating one's children, living during a time of inflation and information on how to get a job.

On the local level, the emergence of a separate category concerning problems with teenagers and youth is interesting to note. The biggest response in this category concerned a need for recreational facilities and jobs for youth--something for them "to do". Transportation concerns were also predominant on the local level with poor street conditions and bad traffic engineering toping the list.

On the state level, education emerged as the largest single issue second only to cost of living concerns. Many people lamented the low national educational standing of Kentucky and expressed a need for more tax dollar expenditures on education.

As would be expected, a call for honesty in government and better leadership was apparent on the state and national level. Lack of confidence in political leaders and a need for representation of the small person--individual--were often mentioned. The Foreign Affairs category on the national level was so large as to be separated from the government category. A great many respondants expressed a desire for the United States to return to a policy of isolationism.

THE CHOICE IS YOURS: AN INFORMAL NEEDS ASSESSMENT CAMPAIGN

Description of Survey

During the month of April 1975, KET launched an informal campaign to identify problems and public concern in the areas of Education, Government, Economy, social concerns, and concerns about the environment. Questionnaires asking Kentuckians to list Kentucky's most urgent needs in the specified areas were sent to 174 newspapers (both daily and weekly) asking them to run the questionnaire as a public service for their readers. Two hundred and ninty questionnaires were mailed to "community leaders"--individuals who are actively involved in civic and service organizations and public work.

Questionnaires were returned to KET by mail and comments tallied and categorized. In tallying the responses to the questionnaires, several new categories other than those listed on the questionnaire emerged. Many responses could have easily fit into more than one category but were only placed in one category depending on the general thrust and tone of the comment. It was possible for one individual to make several references to a particular topic under different categories or with a different major thrust. In this instance, each reference was counted separately; therefore, the number of references to some topic areas exceeds the number of individuals responding.

Results of the Survey

Of the forty-eight questionnaires returned to KET as of June 1, 1975, twenty-two were from community leaders and twenty-six were from the general public (newspaper questionnaires),

Table 6 is a list of the major topic areas emerging from the questionnaire. A more detailed breakdown of each of the major categories is given in Appendix B.

TABLE 6

MAJOR AND SUB-TOPIC AREAS IDENTIFIED IN VOICE YOUR CHOICE SURVEY

Major Topic Area	Sub-topic Areas	Number of references
CONSERVATION/ ENVIRONMENT	Better management in use of natural resources	9
	Enforcement of/ Stricter pollution/ conservation laws	16
	Preservation/ beautification of existing areas	28
	Miscellaneous	5
	Suggested Program Topics	8
	Total	66
EDUCATION	Improvement of existing systems	40
	Role of KET in education	10
	Suggested Program Topics	12
	Total	62
GOVERNMENT	Improvement of gov't system	24
	Role of KET in involving and informing citizens	10
	Crime/law enforcement	4
	Miscellaneous	10
	Suggested program Topics	5
	References to specific Programs	2
	Total	55

TABLE 1--continued

PROMOTION/DEVELOPMENT OF COMMONWEALTH	General development of state	19
	Use of state resources	6
	Suggested Program Topics	11
	Miscellaneous	2
	Total	38
SOCIAL/INTERPERSONAL/ RELIGIOUS	Interpersonal Relationships	10
	Sale of Alcohol	6
	Religious	16
	Complaints about television content	6
	Total	38
ECONOMY	Anti-Inflation/ recession measures	14
	Welfare/Public Assistance	9
	Suggested Program Topics	3
	References to specific programs	1
	Total	27
CULTURE/ARTS	Suggested Program Topics	9
	References to specific Programs	1
	Total	10
MISCELLANEOUS	Suggested Program Topics	10
	References to specific programs	3
	Total	13

Interpretation

Because of the obvious limitations of lack of random sampling, violation of one person/one response weighting, and cross-categorization, the results of this survey serve only as an indicator of some of the topics which are of major concern to Kentuckians. Formal survey techniques should be used in determining priorities of the topics and whether these topics are of major concern to all Kentuckians. (It is most likely that individuals responding to the newspaper questionnaires are not representative of the general public.)

In looking at the major categories, it is interesting to note the appearance of environmental concerns at the top of the list along with education and government, and it is especially noteworthy that an entire new category emerged in the fourth place--that of promotion and development of the Commonwealth. It is rather impressive that so many references in this area were made in spite of the fact that this was not a major category listed on the questionnaire. Indeed, many of the Conservation/Environment and Education references could possibly have been categorized under this general area.

Also surprising were the relatively few references to the much-publicized topics in recent months of inflation and recession. Most often references in this area were positive in nature, recommending possible solutions to the economic situations. Perhaps it is felt that this is a federal government concern more than a state government concern.

Finally, the relatively small number of references to the Culture/Arts category are seemingly inconsistent with KET major programming efforts in that area. It may be that the small number is due to the fact that KET is already sufficiently meeting the cultural needs of the state and it is therefore not felt to be a "needs area".

SAMPLE QUESTIONNAIRE

THE CHOICE IS YOURS

Dear Kentuckian:

Kentucky Educational Television is your network. It belongs to every Kentuckian. And, so that KET may bring you more informative and entertaining programming, KET is asking all Kentuckians to express what they feel are Kentucky's most urgent needs. This information will be used by KET to develop a plan of bringing more programs, for Kentucky, about Kentucky—through coverage of live events, documentaries, panel discussions, personal interviews, etc.

Fill out the coupon below and mail it to NEEDS, KET, 600 Cooper Drive, Lexington, Ky., 40502. Or phone (collect), area code 606, 233-0666 and ask for NEEDS.

What do you think are Kentucky's most urgent needs?

In Education ____________________

In Government ____________________

Economically ____________________

Socially ____________________

Environmentally ____________________

Other ____________________

APPENDIX D

UTILIZATION OF KET IN SCHOOLS

SUMMARY OF KET USAGE

	1973-74+	1974-75*
Total public schools in Kentucky	1455	1434
Total elementary, middle, and junior high schools	1174	1157
Total high schools	281	277
Total public schools using KET	1088	934
Percent of public schools using KET	74.77%	65.13%
Total public schools not using KET	353	308
Percent of public schools not using KET	24.26%	21.48%
Total elementary, middle, and junior high schools using KET	937	858
Percent of elementary, middle, and junior highs using KET	79.81%	74.16%
Total high schools using KET	151	100
Percent of high schools using KET	53.73%	36.10%
Total schools not responding to survey	14	192
Percent of schools not responding to survey	0.96%	13.40%

+These figures were taken from an Equipment Survey sent to each school in 1973-74. Principals were asked if their schools used any KET programming, but were not required to verify, therefore, these figures may be inflated.

*These figures were taken from the 1974-75 Utilization Report in which principals were required to list the numbers of teachers and students watching each of KET's in-school broadcast offerings. It is also important to note the percentage of schools not responding in each year.

1972-73 STATEWIDE ENROLLMENTS BY GRADE

Special Education	12,971
Kindergarten	5,287
1st Grade	61,053
2nd Grade	58,480
3rd Grade	60,238
4th Grade	60,178
5th Grade	60,137
6th Grade	61,004
7th Grade	62,861
8th Grade	61,812
9th Grade	62,314
10th Grade	57,102
11th Grade	49,167
12th Grade	42,028
TOTAL	714,632

1973-74 STATEWIDE ENROLLMENTS BY GRADE

Special Education	12,564
Kindergarten	9,995
1st Grade	61,424
2nd Grade	57,991
3rd Grade	59,718
4th Grade	62,578
5th Grade	62,975
6th Grade	63,147
7th Grade	67,249
8th Grade	65,857
9th Grade	67,253
10th Grade	60,644
11th Grade	53,963
12th Grade	46,809
TOTAL	752,167

1974-75 STATEWIDE ENROLLMENTS BY GRADE

Special Education	12,620
Kindergarten	10,769
1st Grade	57,996
2nd Grade	53,384
3rd Grade	54,068
4th Grade	56,221
5th Grade	59,656
6th Grade	60,083
7th Grade	61,770
8th Grade	62,268
9th Grade	62,564
10th Grade	56,478
11th Grade	49,350
12th Grade	44,163
Total Enrollment	701,373

* Enrollment for Fall, 1974

1972-73 IN-SCHOOL BROADCAST OFFERINGS
RANK BY NUMBER OF TEACHERS USING

1.	The Electric Company	3,083
2.	Friday Specials	2,943
3.	Listen & Say	2,170
4.	Time For Music	2,130
5.	All About You/Neighborhood Explorers	2,021
6.	Cover to Cover	1,730
7.	Primary Art	1,630
8.	Language Corner	1,546
9.	Ripples	1,533
10.	Why!	1,417
11.	Discovering Science	1,214
12.	Sing Along With Me	1,180
13.	Images & Things	1,078
14.	Know Numbers	917
15.	Patterns in Arithmetic	909
16.	Kentucky History	848
17.	Language Lane	793
18.	Exploring the World of Science/Search for Science	733
19.	Social Studies 6 & 7	731
20.	Your Heritage	714
21.	Stepping into Melody	701
22.	Matter of Fiction	692
23.	Science Quest	643
24.	Why Numbers	581
25.	Guessing Patterns	518
26.	American History	443
27.	Let's Explore Science/Animals & Such	415
28.	Specials in the Arts	388
29.	Community of Living Things	366
30.	Earth and Space Science	326
	Cumulative Teachers	34,430

1973-74 IN-SCHOOL BROADCAST OFFERINGS
RANK BY NUMBER OF TEACHERS USING

1.	The Electric Company	4967
2.	Friday Specials	3690
3.	Inside/Out	2776
4.	Listen and Say	2183
5.	All About You	2130
6.	Ripples	1838
7.	Cover to Cover	1788
8.	All Aboard for Music	1643
9.	Language Corner	1368
10.	Primary Art	1333
11.	Discovering Science	1009
12.	Songs and Dance in Our Country	958
13.	Why!	937
14.	Kentucky History	926
15.	Matter of Fact/Matter of Fiction	911
16.	Images and Things	903
17.	Patterns in Arithmetic	716
18.	Know Numbers	677
19.	Your Heritage	668
20.	Exploring the World of Science/Search for Science	664
21.	Stepping into Melody	608
22.	Social Studies 6 & 7	531
23.	Why Numbers	460
24.	Animals and Such/Other Things	435
25.	Specials in the Arts	428
26.	American History	370
27.	Guessing Patterns	338
28.	Community of Living Things	323
29.	Earth and Space Science	237
	Cumulative Teachers	[illegible],791

1974-75 IN-SCHOOL BROADCAST OFFERINGS
RANK BY NUMBER OF TEACHERS USING

1.	The Electric Company	6291
2.	Friday Specials	4093
3.	Listen and Say	3341
4.	Discovering Science	2526
5.	Mini Series	2467
6.	Time for Music	2246
7.	All About You	2180
8.	Cover to Cover	2101
9.	Inside/Out	2093
10.	Ripples	1803
11.	Language Corner	1061
12.	Matter of Fact/Matter of Fiction	973
13.	Mulligan Stew	937
14.	Sing Along With Me	835
15.	Kentucky History	786
16.	Primary Art	755
17.	Why! (Current Events)	723
18.	Exploring the World of Science/Search for Science	716
19.	Patterns in Arithmetic	710
20.	Your Heritage	655
21.	Images and Things	630
22.	Social Studies 6 & 7	611
23.	Animals and Such/Matter and Motion	680
24.	Know Numbers	600
25.	Stepping Into Melody	564
26.	Why Numbers	435
27.	American History	423
28.	Specials in the Arts	417
29.	Community of Living Things	416
30.	Earth and Space Science	336
31.	Counselor's Corner Ed.	182
32.	Update	103
33.	America	92
34.	As Man Behaves	39

1972-73 IN-SCHOOL BROADCAST OFFERINGS
RANK BY NUMBER OF STUDENTS USING

1.	Friday Specials	84,373
2.	The Electric Company	77,288
3.	Time for Music	53,143
4.	Listen & Say	50,888
5.	Cover to Cover	50,048
6.	Why!	47,190
7.	All About You/Neighborhood Explorers	44,756
8.	Primary Art	40,310
9.	Ripples	38,170
10.	Language Corner	32,403
11.	Discovering Science	31,919
12.	Sing Along With Me	30,270
13.	Kentucky History	29,933
14.	Images & Things	29,838
15.	Know Numbers	22,930
16.	Patterns in Arithmetic	22,341
17.	Social Studies 6 & 7	21,739
18.	Language Lane	20,624
19.	Your Heritage	20,383
20.	Exploring the World of Science/Search for Science	19,964
21.	Science Quest	18,449
22.	Stepping into Melody	18,314
23.	American History	16,843
24.	Matter of Fiction	15,911
25.	Why Numbers	14,960
26.	Community of Living Things	14,439
27.	Earth and Space Science	14,374
28.	Specials in the Arts	13,077
29.	Let's Explore Science/Animals and Such	12,600
30.	Guessing Patterns	11,339
	Cumulative Students	918,078

1973-74 IN-SCHOOL BROADCAST OFFERINGS
RANK BY NUMBER OF STUDENTS USING

1.	The Electric Company	114,070
2.	Friday Specials	112,473
3.	Inside/Out	79,730
4.	Listen and Say	53,613
5.	All About You	51,103
6.	Cover to Cover	48,068
7.	Ripples	41,091
8.	All Aboard for Music	39,676
9.	Language Corner	34,493
10.	Primary Art	32,848
11.	Why!	31,300
12.	Kentucky History	31,017
13.	Discovering Science	30,324
14.	Matter of Fact/Matter of Fiction	28,359
15.	Songs and Dance in Our Country	25,118
16.	Your Heritage	19,073
17.	Images and Things	18,794
18.	Exploring the World of Science/Search for Science	18,230
19.	Patterns in Arithmetic	17,162
20.	Know Numbers	17,090
21.	American History	16,811
22.	Social Studies 6 & 7	16,734
23.	Stepping into Melody	15,134
24.	Specials in the Arts	14,107
25.	Community of Living Things	13,600
26.	Why Numbers	13,340
27.	Animals and Such/Other Things	12,339
28.	Earth and Space Science	10,333
29.	Guessing Patterns	9,306
	Cumulative Students	930,036

1974-75 IN-SCHOOL BROADCAST OFFERINGS
RANK BY NUMBER OF STUDENTS USING

1.	The Electric Company	108308
2.	Friday Specials	87320
3.	Mini Series	68879
4.	Cover to Cover	58514
5.	Inside/Out	54993
6.	All About You	51783
7.	Listen and Say	46817
8.	Ripples	42811
9.	Time for Music	41936
10.	Discovering Science	40171
11.	Why! (Current Events)	34276
12.	Matter of Fact/Matter of Fiction	30573
13.	Kentucky History	27368
14.	Mulligan Stew	26147
15.	Primary Art	25531
16.	Language Corner	23320
17.	Your Heritage	21632
18.	Sing Along With Me	21479
19.	Social Studies 6 & 7	20483
20.	Exploring the World of Science/Search for Science	20099
21.	American History	19847
22.	Animals and Such/Matter and Motion	18115
23.	Patterns in Arithmetic	16730
24.	Images and Things	16342
25.	Community of Living Things	15369
26.	Specials in the Arts	14536
27.	Know Numbers	14306
28.	Stepping into Melody	14211
29.	Earth and Space Science	13334
30.	Why Numbers	10913
31.	Counselor's Career Ed.	4446
32.	America	3173
33.	Update	2014
34.	As Man Behaves	937

APPENDIX E

SURVEY OF FACILITIES IN THE SCHOOLS

EQUIPMENT SURVEY RESULTS 1972-73

	NUM. YES	% YES	NUM. NO	% NO	NUM. NO RES	% NO RES
1. DOES YOUR FACULTY USE KENTUCKY EDUCATIONAL TELEVISIONS INSTRUCTIONAL PROGRAMS?	1092	74.59	357	24.39	15	1.02
2. IS YOUR SCHOOL EQUIPPED WITH A MASTER ANTENNA SYSTEM FOR ETV RECEPTION?	807	55.12	596	40.71	61	4.17
3. DOES YOUR SCHOOL RECEIVE THE KET SIGNAL FROM A CABLE SYSTEM?	276	18.85	1087	74.25	101	6.90
4. ARE YOU ABLE TO RECEIVE PROMPT AND SATISFACTORY REPAIR SERVICE ON YOUR ANTENNA SYSTEM?	657	44.88	226	15.44	581	39.69
5. DO REPAIR CHARGES PREVENT YOUR HAVING THE ANTENNA SYSTEM CHECKED AND REPAIRED WHEN NEEDED?	177	12.09	692	47.27	595	40.64
6. WHICH CURRICULUM AREA WOULD BE AFFECTED MOST IF YOU DID NOT HAVE ACCESS TO KET PROGRAMMING AND/OR CLOSED CIRCUIT VTR SUPPORT?						
MUSIC	488	33.33				
MATH.	518	35.38				
LANGUAGE ARTS	477	32.58				
SOCIAL STUDIES	197	13.46				
SCIENCE	204	13.93				
SPECIAL PROGRAMS	294	20.08				
ART	134	9.15				
7. DO YOU HAVE A TELEVISION TAPE RECORDER (VTR) IN YOUR SCHOOL?	234	15.98	1097	74.93	133	9.08
208 1/2 INCH VTR 79 1 INCH VTR 198 VTR WITH MONITORS						
8. DO YOU PRESENTLY USE THE RECORDER TO TAPE PROGRAMS OFF THE AIR FOR PLAYBACK LATER?	132	9.02	579	39.55	753	51.43
9. CAN YOU ORIGINATE A TAPED PROGRAM FROM ONE LOCATION AND IT BE VIEWED IN ALL ROOMS?	146	9.97	698	47.68	620	42.35
10. ARE YOU ABLE TO OBTAIN PROMPT AND SATISFACTORY MAINTENANCE FOR THE VTR?	157	10.72	235	16.05	1072	73.22
11. WOULD YOU LIKE TO HAVE THE CAPABILITY OF RECORDING KET PROGRAMS AUTOMATICALLY AFTER SCHOOL HOURS FOR PLAYBACK LATER?	917	62.64	163	11.13	384	26.23
12. DO YOU HAVE A FACULTY MEMBER OR OTHER STAFF MEMBER WHO IS ASSIGNED THE RESPONSIBILITY FOR TV EQUIPMENT, OPERATION AND MAINTENANCE?	497	33.96	714	48.77	253	17.28
IF NOT COULD YOU PROVIDE ONE?	290	19.81	271	18.51	903	61.68
13. HOW MANY TV RECEIVERS ARE THERE IN YOUR SCHOOL? -						
9627 BLACK AND WHITE SETS 1661 COLOR SETS						

APPENDIX F

U.K. SURVEY OF HOME USE OF KET

Projections Based on U.K. "Awareness Survey"
May 9, 1975

Potential Kentucky viewers of KET are defined as those having a television set which is connected to a cable television system or can receive a UHF signal.

It is estimated that approximately 975,000 households in Kentucky had television sets in December 1974. Of these "television households" approximately 682,500 are connected to a cable service or can receive a UHF signal. This figure, then, represents KET "potential viewing households".

Assuming that these households are not significantly different from the "potential viewers" contacted in the University of Kentucky viewer awareness survey, we can estimate that at least 32 percent of KET "potential viewing households", or 218,400 households (692,300 Kentuckians), have watched KET.

These projections were made on the basis of the 1970 census data for Kentucky and should be intrepreted in light of the following assumptions:

(1) A five percent growth in Kentucky population has occurred since the 1970 census figure through the end of 1974.

(2) The percentage of households in Kentucky having televisions has not increased or decreased since 1970. (This figure was 94% in the 1970 census.)

(3) Households not having telephones or having unlisted phones would not be significantly different from those contacted in the U.K. viewer awareness survey in KET "awareness" and ability to receive UHF signal or cable. (The U.K. survey was conducted by random telephone interviews. This excludes those households not having a telephone or having unlisted numbers....Of those television households contacted in the University of Kentucky survey, approximately 70 percent had either cable or UHF.)

(4) There are 3.17 individuals per household, on the average, in Kentucky. (1970 census figure)

It is important that anyone using these figures be aware of the assumptions made in coming up with them.

pj

TYPICAL LETTERS RE SECONDARY PROGRAMMING

Monticello Independent Schools

ELDON E. DAVIDSON, PRINCIPAL

Monticello, Kentucky 42633

PHONE (606) 348-4681

April 3, 1975

Kentucky Educational Television
600 E. Cooper Drive
Lexington, Kentucky 40502

Gentlemen:

We are a small school in South Central Kentucky but we are equipped with ETV in all classrooms grades K-12. Our elementary teachers use ETV daily and consider it a most valuable supplement to their program. However, in our high school I find that there is a shortage of programming in several areas.

My purpose in writing is to request you offer more programs suitable for high school viewing. We could use programs in Science, Math, Grammar, Creative Writing, Remedial Reading, and many, many more.

If you find it possible to do more at the high school level I assure you it will meet with instant success.

One suggestion I might make to insure the success of programs at the high school level would be to alleviate the scheduling problems which have plagued us in the past.

Many thanks to you for reading my suggestions and if I may serve you in any way, please call.

Sincerely,

Eldon E. Davidson

Eldon E. Davidson, Principal
Monticello Independent Schools
Monticello, Kentucky 42633

EED:eg

MT. STERLING HIGH SCHOOL
OFFICE OF THE PRINCIPAL
MOUNT STERLING, KY. 40353

April 7, 1975

Mr. Bob Shy
Kentucky Educational Television
Cooper Drive
Lexington, Ky.

Dear Mr. Shy:

I am writing to express my concern for additional educational T.V. programing at the secondary school level. We at Mt. Sterling feel that if sufficient programs were telecast they would greatly enrich the secondary schools offerings and would be utilized.

There is also a need for more frequent telecasts of those secondary level programs. I'm sure you're aware that scheduling at the secondary is much more complex than at the elementary level. We have a video-tape recorder and in many cases we must record and play back to fit our schedule. Many systems do not have video-recording equipment.

Next year I will be Director of Secondary Education for Montgomery County Schools. I attended a summer educational television workshop at U.K. in the summer of 1966 and see a definite need for more T.V. programing at the secondary level.

Please give this your utmost consideration and if I can be of service to you please call.

Verly truly yours,

Winston Hamilton
Principal

McCreary County School System

Ralph W. Nevels, Superintendent
WHITLEY CITY, KENTUCKY - 42653

Telephone (606) 376-2591
376-5390
376-2005

15¢

[illegible] Harmon, Sr., Chairman
Fred Morgan, Jr., Vice-Chairman
[illegible], Member
Leslie Bryant, Member
John B. [illegible], Member

April 21, 1975

Mr. ~~Ronald~~ Don Kincer
Kentucky Educational Television
600 Cooper Drive
Lexington, Kentucky 40502

Dear Mr. Kincer:

Please be advised that as instructional supervisor I feel that there is a need for more high school programs to be offered on Kentucky Educational Television.

I wish to commend KET for its work in providing quality programs on the elementary level.

Sincerely,

Carlos F. Lester

Carlos F. Lester
Instructional Supervisor

Owen County Schools

O. V. JONES, SUPERINTENDENT

Owenton, Kentucky

April 18, 1975

Mr. Bill Doan, Representative
Kentucky Educational Television
600 Cooper Drive
Lexington, Kentucky 40502

Dear Mr. Doan:

Kentucky Education Television is providing a valuable service to our elementary instructional program, but I feel that KET needs to expand its services to include more programs for our secondary students.

I am confident that if more classes were developed and provided for our high school students, it would greatly enrich many aspects of our course of studies.

Any assistance you may offer for expanding KET's program to accommodate high school students will be greatly appreciated.

Sincerely,

O.V. Jones

O. V. Jones

OVJ/vg

Highlands High School
2400 MEMORIAL PARKWAY
FORT THOMAS, KENTUCKY 41075

April 11, 1975

Mrs. Virginia Fox
Director of Education and Programming
Kentucky Educational Television
600 Cooper Drive
Lexington, Kentucky 40502

Dear Mrs. Fox:

On behalf of the professional staff of Highlands High School I wish to express appreciation for the programming of KET for the school year 1974-75. We have viewed many programs live and have taped many others for use at a more convenient time. We have made use of the following programs:

Cover to Cover and Matter of Fact Matter of Fiction with junior high school language arts classes.
Kentucky is My Land with junior high school Kentucky History classes.
American History with eighth and eleventh grade American History classes.
Specials in the Arts with drama, world literature, world history, and music classes.

In addition to using the above mentioned programs next year, we plan to use the following new series:

Universe and I, Specials in the Arts (revised), Mini-Series (revised), Friday Showcase (revised), Consumer Education, Self-Inc.,

Our junior high social studies teachers have requested that KET consider broadcasting programs which deal with United States geography - cities, states, regions, crops, weather, natural resources, etc. Other social studies teachers at the senior high level are interested in programs which would deal with world geography and world history. Some teachers are interested in language arts and mathematics programs (especially geometry) for junior high school students. Teachers of world literature would like to have classic foreign films (Japanese, Russian, Swedish, French, etc.) shown. We hope that such programs will be broadcast if there is sufficient demand and there are programs available.

I wish to express my appreciation for the many services which KET makes available to our schools.

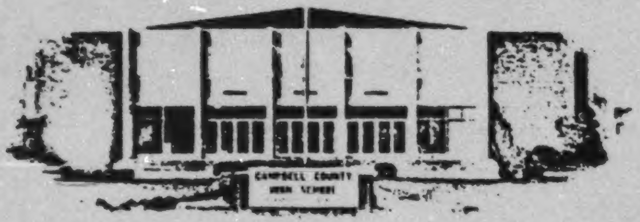
Sincerely yours,

Rowena Carpenter

Rowena Carpenter
Librarian

Campbell County High School

8000 Alexandria Pike
Alexandria, Kentucky 41001
Phone 635-2191



Assistant Principal
Ray Iles

Principal
Glendon A. Ravenscraft

Assistant Principal
Harry Loy

April 2, 1975

Kentucky Educational Television
600 Cooper Drive
Lexington, Ky. 40502

Dear Mr. Doan:

I am writing to seek information plus to inform you of problems we at Campbell County High School have when it comes to using Kentucky Educational Television.

We are a large urban high school with an enrollment of 1750 students. For the past four years we have been on split sessions, thus we start and end school while other schools are still in session.

From the above information you can see that the major problem is on of scheduling. Our schedule dosen't match K.E.T.V.'s schedule.

We are fortunate in having a colsed circuit T.V. Studio with all of the necessary equipment to produce programs. We could tape off the air or show tapes from K.E.T.V.

I hope that with the information presented K.E.T.V. and Campbell County High School could work out a plan so that we could benefit from your programs.

Sincerely,

G A Ravenscraft

Glendon A. Ravenscraft,
Principal

GAR/vmc

Campbellsville City Schools

230 West Main Street
CAMPBELLSVILLE, KENTUCKY 42718
Phone (502) 465-5891

Milton Williams
Carl Wise
Paul J. Coop, Superintendent

Boyer Jones
Dr. Harold Wilkerson
Phil Allen Bertram

April 11, 1975

Kentucky Educational Television
600 Casper Drive
Lexington, Ky. 40502

Dear Sirs:

We have been very pleased with the programs we have been able to use in the last few years. The quality of the presentations has been outstanding, and the subject matter is appropriate for the levels you recommend.

However, our use of ETV is severely restricted by the difficulties we have in viewing the programs at the times you present them. We recognize that there are only so many hours you can work with during the school day and that your problem is compounded by the time zones; but we are simply sharing with you why we do not use your services more than we do.

To cite an example: in the 75/76 schedule for music there are nine programs offered in grades 1-5. We will be unable to use six of them because our music teacher is itinerant and will be at the wrong school when the programs are offered.

In our high school schedule the morning classes begin and end on the half-hour and the afternoon classes begin and end on the hour. Unfortunately this seems to be just reversed for many of the times for the high school offerings.

We do not know what the solution is. Our school day schedule is rather rigid because some of our students attend a vocational school in Green County, and we are restricted by their schedule; therefore, it is beyond us to simply change the time our school begins and ends so it will more closely correspond to your schedule.

Campbellsville City Schools

228 West Main Street

CAMPBELLSVILLE, KENTUCKY 42718

Phone (502) 465-5891

Milton Williams
Carl Wise
Paul J. Coop, Superintendent

Boyer Jones
Dr. Harold Wilkerson
Phil Allen Bertram

Since we are purchasing TV's only when we can afford to buy color sets we do not have sufficient TV's for each teacher; therefore, we have to double up for the classes to view the programs. We are unable to do this as much as we would like because this fouls up our PE, music, and library schedules. It seems as if regardless which way we turn to seek a solution so that we can utilize more ETV there is a barrier that we can not overcome.

We are sure that there are other schools within the state that are experiencing problems similar to ours. If you could find solutions we would be most appreciative.

Very truly yours,

WA Wethington

W.A. Wethington, Supervisor
Campbellsville City Schools
Campbellsville, Ky. 42718

Springfield Middle School
Mackville Hill
Springfield, Kentucky 40069
April 2, 1975

Mr. Ed McGuire
610 Shawnee Drive
Campbellsville, Kentucky 42718

Dear Mr. McGuire:

This letter is in reply to your inquiry concerning the utilization of in-school telecasts of K.E.T. by the faculty of Springfield Middle School.

First, we would like to thank all those persons who make the K.E.T. available to our school. This provides an added dimension to our curriculum and fills in certain voids. However, most of our utilization is in our classes of slow learners who are scheduled by block time organization. This provides flexibility in scheduling of the E.T.V. classes. This is a major problem with the remainder of the school--trying to coordinate the class period with the E.T.V. schedule. Repeated telecasts are a great help in arriving at a solution to this problem. Even with this we still encounter scheduling problems.

Your drug programs have helped us especially well in meeting our state legal requirements concerning drug education. We would like to see more frequent telecasts of these programs.

Other programs that we are using include the following: "Your Heritage", "Social Studies", "Mini Series", "Inside Out", "Electric Company", and "Matter of Fact, Matter of Fiction". I have critiques prepared by the teachers on each of these if you have interest or need of this information.

Again, thank you for making this educational experience available to the children of our school.

Sincerely,

Larry Walker

Larry Walker, Principal

se

LaRue County Junior High School

Route 1 Telephone 502-358-3196
Hodgenville, Kentucky 42748
Office of Principal

April 4, 1975

KET
c/o Ed McGuire
610 Shawnee Drive
Campbellsville, Kentucky 42718

Dear Ed,

First of all I would like to thank you for the help you have been to me this year with our TV set-up.

I would like to make a few critical comments pertaining to KET and our utilization of this curriculum aid.

We here at LaRue County Junior High School do most certainly make use of KET but not as presented. The biggest and only problem we have is scheduling. If we were to use KET as presented, we would have to build our curriculum and bell schedule around KET. This is absolutely impossible; so in order to utilize KET, we must video tape the programs that we use. Since we only have one (1) VTR, this sometimes becomes a problem.

As for the programs themselves, I must say they are very well presented. We are very pleased with Community and Living Things, Cover to Cover, Matter of Fact and Fiction, Electric Company, Kentucky Is My Land, Earth and Space Science, and some Friday Specials.

Once again about scheduling - your programs and scheduling would be great in the self-contained classroom; but in a situation such as ours, two (2) or three (3) VTR's are needed, and then I doubt if I could reach the needs of all the teachers.

Hopefully all of these problems are before you and some endeavor is being conducted to correct them.

Sincerely,

Joseph E. Hoggard

Joseph E. Hoggard
Principal

JEH/lbt

Pendleton High School
Clifford Wallace, Principal
FALMOUTH, KENTUCKY 41040

April 2, 1975

Ms. Virginia Fox
600 Cooper Drive
Lexington, Kentucky 40502

Dear Ms. Fox:

I have been familiar with the fine service that Kentucky Educational Television has provided our schools over the past years. I am also aware that there are worthwhile programs provided for secondary schools in which we are unable to view because of the difficulty we have in making your broadcast schedule compatible with our classroom schedule.

I am writing this letter to let you know that if this problem could be remedied we would very much like to take advantage of the opportunities K.E.T. could provide our students.

I would like also to commend Mr. Wm. Doan for his interest in our school and his continued efforts to assist us in better utilization of educational television. Thanks for any help or consideration you could give us in this matter.

Sincerely,

Clifford Wallace
Clifford Wallace
Principal

CW/ac

Anderson County Schools
Andrew Bird, Supt.
Lawrenceburg, Kentucky

March 31, 1975

Mr. Paul Smith
Kentucky Educational Television
600 Cooper Drive
Lexington, Kentucky

Dear Paul:

Over the years we have had numerous problems with our Educational Television System and I want to thank you for rendering the help that you have given us, but to make our system more effective we profoundly need a service that you have been unable to give up to date.

Our problem is reception. I know that you can tell us what our problems are but we actually need, very badly, some one to work on our system when reception is ineffective which is very often.

Weather conditions, high wind, etc. play havoc with our antanne system; sometime blowing off parts and turning other parts off from the effective signal.

When this happens we have to call in private concerns to assist and this is at our own cost which is so expensive that we can't afford to have this done often, therefore, some of our schools are without educational television a good part of the year.

At the beginning of each school year we have our system checked out thoroughly by a private concern in Campbellsville, Kentucky. This usually costs at least $1000.00 and as you know we can't afford many other repair calls through the year.

I've always said that there isn't any use having educational television if you can't get reception.

Anderson County Schools
Andrew Bird, Supt.
Lawrenceburg, Kentucky

The greatest service you could render any school system would be maintenance and repairs on our receiving system. It would save the school system countless dollars and assure year around reception that is so needed if Educational Television is to be effective. Once the continuity is broken a program is lost for the year.

We do appreciate your help in the past and I profoundly hope that this paramount problem of reception can be solved in the near future.

Sincerely yours,

Opp Bussell. Jr.

Opp Bussell, Jr., Supervisor
Anderson County Schools

OB/lc

LaRue County Public Schools

Everett G. Sanders, Superintendent
Phone 358-4111
Hodgenville, Kentucky 42748

May 2, 1975

Mr. Paul Smith
Kentucky Educational Television
600 Cooper Drive
Lexington, Kentucky 40502

Dear Mr. Smith:

I would like to take this opportunity to thank you for the cooperation and help that the LaRue County Schools have received during the past year.

In checking with each principal of our schools, we find that when problems do occur, we have difficulty securing a person or company to correct this problem. The biggest problem in this matter is the firm doesn't have the adequate equipment to work on our antennas and equipment. As a result of this, there are times that we are unable to use the system for days at a time.

We feel that if K.E.T. could secure the special equipment and personnel to take care of these systems, it would be an asset to the school system and K.E.T.

Thanks for your cooperation.

Sincerely,

Gordon Conner

Gordon Conner, Supervisor
LaRue County Schools

JAMES R. PARIS
Chairman

Grayson County Board of Education

CLAUDE McCUBBIN
Vice-Chairman

LEONARD D. RALPH, Superintendent
ORA WATTS, Assistant Superintendent
LEITCHFIELD, KENTUCKY 42754

April 7, 1975

Mr. Paul Smith, Field Services Director
Kentucky Educational Television
600 Cooper Drive
Lexington, Kentucky 40502

Dear Sir:

We are finding it very difficult to obtain repair services for the television installations in various buildings in the school system. At the present time, there is no local television repair service that will come out to the schools for repair to an installation. One repair shop will do minor repairs to TV sets, etc., only if they are brought to the shop.

For major repairs, we have called in television repair services from towns usually several miles away such as Lexington, Louisville, Bardstown, etc. This is expensive and on call-backs often much time passes before the repairmen return to finish a job.

As a result of these difficulties in finding qualified servicemen when needed, much viewing time has been lost in the various schools. Students and teachers have been unable to use educational television in many instances.

We have utilized the field services of KET to a great extent, and their personnel have been most helpful to us. They have always come to our assistance when called, but we realize their staff is limited and must serve all districts within the state. We need qualified, available repairmen to follow-up on the recommendations and findings of the KET engineers.

Sincerely,

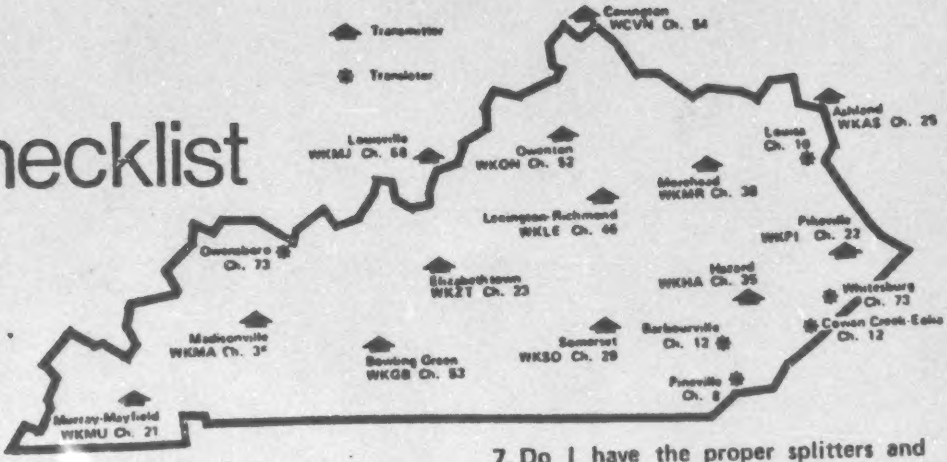
Lewis E. Smith

Lewis E. Smith
Title 1 Coordinator
Grayson County Schools

LES/mr

TUNING BROCHURE

Checklist


Transmitter
Translator
Covington WCVN Ch. 54
Louisville WKMJ Ch. 68
Owenton WKON Ch. 52
Ashland WKAS Ch. 25
Louisa Ch. 10
Morehead WKMR Ch. 38
Lexington-Richmond WKLE Ch. 46
Pikeville WKPI Ch. 22
Owensboro Ch. 73
Elizabethtown WKZT Ch. 23
Hazard WKHA Ch. 35
Whitesburg Ch. 73
Cowan Creek-Eolia Ch. 12
Madisonville WKMA Ch. 35
Bowling Green WKGB Ch. 53
Somerset WKSO Ch. 29
Barbourville Ch. 12
Pineville Ch. 8
Murray-Mayfield WKMU Ch. 21

In most areas of Kentucky it is possible to receive at least one of the Kentucky Educational Network Television Stations, provided that you have a proper antenna installation and the television receiver is equipped with a UHF tuner or converter.

If you are not receiving Kentucky Educational Television satisfactorily, then ask your television serviceman the questions on the following check list:

1. Do I have a UHF antenna?
2. Is it the proper type for my area and is it high enough above ground? (i.e. Local, Distant, Fringe)
3. Is it pointed in the right direction for the station I am trying to receive?
4. Do I have or need a rotator to redirect the antenna to the proper direction for each station I wish to receive?
   Note: Two or more antennas pointed in different directions and tied directly together do not provide the best reception.
5. Do I have a good quality lead-in wire on my antenna? (Coaxial cable is far superior to 300 ohm lead-in for UHF and VHF and is recommended)
6. Do I have the proper matching transformers on my antenna and receiver?
7. Do I have the proper splitters and amplifiers to provide a good signal to all my receivers? (In cases where more than one set is connected to the antenna)
8. Is the UHF tuner in my receiver operating properly, and is the sensitivity of the receiver that which it should be?
9. Am I trying to receive the KET transmitter which provides the best signal in my area? (This information may be obtained from KET)

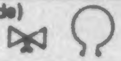
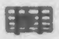
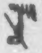
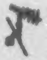
If the answer to all these questions is 'yes', then you should be getting good television reception.

If you are located in one of the areas served by cable and the cable does not provide a good picture, notify the cable operator in addition to having your receiver checked.

When the cable system is not providing good reception and the trouble is not corrected by the cable operator, then you should contact KET at the address listed below.

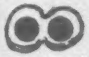
For technical information call or write KET at the following address:
Field Services Director
KET Network
600 Cooper Drive
Lexington, Ky. 40502
Phone: (606) 233-0666

Choosing a UHF Antenna

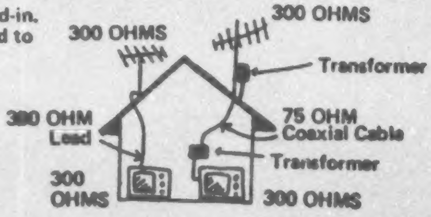
TYPE		RANGE	EFFECT	PRICE	INSTALLED	COMMENTS
(inside) 	WIRE LOOP or BOW-TIE	Up to 15 miles †	Usually Marginal	$1-$2	Back of set	Usable only in strong signal areas
	COMBINA-TION VHF-UHF (inside)	Up to 20 miles †	Minimum	$3-$35	Back of set	Beware of fancy expensive gizmos that do nothing
	BOW-TIE (inside)	Up to 20 miles †	Minimum	$3-$10	Back of set	Sits on or near set
(outside)	CORNER REFLECTOR BOW-TIE	Up to 20-40 miles †	Better	$8-$15*	$45-$80	Can be attached to existing VHF antenna mast.
	HIGH-GAIN UHF (outside)	Up to 40-60 miles †	Good	$10-$30*	$40-$90	Can be attached to VHF mast (UHF only)
	COMBINA-TION VHF-UHF (outside)	Up to 40-60 miles †	Good	$15-$110*	$45-$200	Requires signal splitters. UHF range 1/2 to 1/3 that of VHF
	MULTIPLE BOW-TIE (outside)	Up to 60 miles †	Good	$8-25*	$45-$60	Effective only at some distance from transmitters
	PARABOLIC UHF (outside)	Up to 60-100 miles+ †	Best	$20-$200*	$50-$250	Highly directional
	ROTOR Rotor on mast Control unit by set	Rotates outside antenna	Usually helpful with any outside antenna	Add $20-$50*	Add $30-$75	Best device for orientation of antenna
	Preamp ANTENNA AMPLIFIER Amplifier (booster)	Up to 60 mi. or low signal area	Boosts signal from antenna	Add $15-$50* or more	Add $50-$350	Multiplies effectiveness of antenna

*Add $10-$20 for mounting hardware and lead-in.
† Depending on surrounding terrain and antenna height.

Connecting the Antenna

TWIN LEAD Solid Plastic cover 	300 OHM	3¢-7¢ per ft.	Cheap, but picks up noise and interference like an antenna. High loss of UHF signals. Not recommended.
SHIELDED TWIN LEAD Plastic foam Mylar shield	300 OHM	10¢ - 15¢ per ft.	Shielded from ghosts or noise. Some loss of UHF. No transformers needed.
COAXIAL CABLE Wire mesh shield	75 OHM	7¢ - 15¢ per ft.	Best. Requires $2 - $4 transformer at outside antenna and at each television set.

Cut off all extra antenna lead-in. Use only as much as required to do the job.



An antenna system is only as strong as its weakest link. The greatest signal loss usually comes in the lead-in cable. This is especially true of UHF signals. All down-leads should be shielded. Low-loss 75 OHM coaxial cable is the best antenna lead-in (see diagram). (Buy only low-loss coaxial specifically designed for UHF).

BREAKDOWN OF KET SCHEDULE BY PROGRAM TYPE

MONTHLY PROGRAM DISTRIBUTION

In an effort to obtain a comprehensive view of KET programming, and to inspect it for balance, the monthly broadcast schedule is examined to determine the percent of broadcast time spent in various program areas. Seven broad categories have been determined, and each program on the schedule is fitted into one specific section according to its content. These categories are: Preschool, Cultural, Minority, Elementary/Secondary Education, Higher Education, Adult Continuing Education, Public Affairs, and Other. Occasionally, an eighth category, TBA, is included when a time slot has not been filled.

Using half hour blocks of time as the unit of measure, the total number of blocks for the entire month is divided into the number of blocks attributed to each category. In this way, the percent of time telecast in each programming area is determined.

Each broad area is listed and is followed by the programs which are attributed to it. In many cases, however, these is a problem in the categorization of particular programs. Villa Allegre, for example, is listed as a Minority program, as it deals with a Spanish speaking village and its inhabitants. But Villa Allegre is designed for preschoolers and concentrates heavily on the culture and way of life of the townspeople. This is one of many programs each month which would easily fit into more than one category. For this reason, a second breakout is done.

This time, each program is counted in as many categories as apply. The percents are still figured on the total number of broadcast blocks, so a total percent well over 100 is realized. A list is then drawn up of each program and the categories to which it applies.

Following is the program distribution for February, 1975, representing a typical month's programming.

Program Distribution - February 1975

Preschool	72	half hour blocks =	10.81%	
Cultural	82	half hour blocks =	12.31%	
Minority	30	half hour blocks =	4.50%	
Elementary/Secondary	274	half hour blocks =	41.14%	58.56% Education
Higher Ed	56	half hour blocks =	8.41%	
Adult and Continuing Ed	60	half hour blocks =	9.01%	
Public Affairs	53	half hour blocks =	7.96%	
Other *	39	half hour blocks =	5.86%	
Total	666	half hour blocks =	100.00%	

*In-school programs shown for enrichment after school. If put in Elementary/Secondary, the percent would be 46.85%.

Program Categories

Arbitrary Assignment to Only One Category Per Program

Preschool
Sesame Street
Mr. Rogers

Cultural
Romantic Rebellion
Nova
Masterpiece Theatre
America
Bookbeat
Soundstage
Theater in America
Japanese Film
People Just Don't Whistle No More
Jesse Stuart
Young People's Concert
Great Performances
Ice Skating Spectacular
At the Top
Berea Folk Festival
The Mystery of Nefertiti

Minority
Villa Allegre
Carrascolendas
Woman
Black Perspective on the News
West Side Players
And the Deaf Can...

Elementary/Secondary
In-School Broadcast
Zoom
Zee Cooking School

Higher Ed
Dimensions in Culture
Human Relations and School Discipline
Career Education in Elementary School
Ascent of Man

Adult and Continuing Ed
GED
Consumer Survival Kit
Echoes of Childhood
New Shapes: Education
Aviation Weather

Public Affairs
Gerald Ford's America
National Town Meeting
Firing Line
Behind the Lines
Comment on Kentucky+
High Cost of Healing
Bill Moyers Journal
Washington Week in Review
Wall Street Week
Hard Times in the Country
Kentucky Magazine+
Legislative Hearings/Collective Bargaining+
Penal Code+

Other
Electric Company*
Matter of Fact/Matter of Fiction*
Images and Things*
Tournament Basketball-drawing
Mulligan Stew*

* In-school programs shown for enrichment after school. If put in Elementary/Secondary category, percent would be 46.85% for that category.

+ KET produced

Affirmative Action Plan
April, 1974

I. Statement of Policy

The Kentucky Authority for Educational Television reaffirms its policy of equal opportunity in the recruitment, hiring, and promotion of all individuals and its commitment to broadcast programs produced specifically for minority audiences. This policy of nondiscrimination has not wavered since Kentucky Educational Television began operation in September, 1968.

II. Implementation: Personnel

To assure that all persons (volunteers, trainees, applicants and employees) shall receive equal consideration and treatment regardless of race, color, religion, national origin, sex, or age, the following procedures will be observed:

A. In recruiting and hiring:

1. Minority organizations, community agencies, community leaders, secondary schools and colleges shall be notified of our employment policy.

2. The assistance of local organizations which have primary concern with the placement of minority group members shall be sought.

3. Employees shall be encouraged to make referrals of potential minority group job applicants.

4. Division and section heads shall notify the minority affairs coordinator of job openings.

5. The minority affairs coordinator shall inform division and section heads of the availability of minority job applicants.

6. In recommendations made to the Kentucky Department of Personnel, the agency will seek to have dropped employment requirements that are not demonstrably related to job needs.

B. In promotion:

1. All employees are to be systematically reviewed and advised of promotional opportunities without discrimination because of race, color, religion, national origin, sex, or age.

2. There shall be no discrimination due to race, color, religion, national origin, sex, or age, in rates of pay, fringe benefits, and opportunity to perform overtime.

C. In employment generally:

1. Nondiscrimination clauses are to be included in all appropriate documents and contracts. These clauses shall include, but not necessarily be limited to, the following: (Executive Order 11246, Sec. 202), (a) The contractor will not discriminate against any employee or applicant for employment because of race, creed, color, or national origin. The contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to race, sex, color, or national origin. Such actions shall include, but not be limited by, the following: employment, upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship; (b) The contractor will, in all solicitations or advertisements for employees placed by or on behalf of the contractors, state that all qualified applicants will receive consideration for employment without regard to race, creed, sex, color, or national origin.

2. Department heads shall meet with employees to discuss policy and explain individual employee responsibilities.

3. Hiring and promotion patterns will be periodically studied to ensure that all possible impediments are removed which hinder the attainment of these goals and objectives.

4. All employees and applicants will be notified of their right to contact the Federal Communications Commission, the Kentucky Human Rights Commission, the Equal Employment Opportunity Commission, if they believe they have been victim of discrimination; and this information and the appropriate addresses will be kept posted at all times.

5. Monthly meetings will be held with minority staff members to assure the greatest possible input of program ideas and recruiting recommendations.

III. Implementation: Programming

To assure that programs designed specifically for minority audiences are broadcast regularly, the following procedures will be observed:

A. National Programs:

1. Nationally-produced programs, available from PBS, e.g., "Black Journal", shall be a part of the broadcast schedule.
2. Acquisition and preview of outstanding minority programs produced elsewhere for inclusion in the broadcast schedule shall be an on-going activity.

B. State Programs:

1. KET will give priority to production of programs for minorities.
2. Program ideas (and subsequent help in bringing to fruition) will be actively sought from staff, the Minority Affairs subcommittee, and community organizations and interest groups.
3. The minority audience will be surveyed periodically to ascertain:
    - a. The effectiveness of current programs.
    - b. The kinds of programs wanted by target group.
4. Funding for additional programs will be vigorously sought from external sources.

IV. Discussion: Goals and Timetable

A. Employment: Current employment data at Kentucky Educational Television:

Total staff	126
Total females	33
Percentage	26.2%
Black females	1
Black males	4
Percentage	3.9%

Public television licensees report 904 minority (Negro, Spanish surnamed, American Indian and Oriental) employees -- 11.7% of total employees. Of these, 57.2% are male, 42.8% female.

The present employment objective is to increase the number of black (or other minorities) employees from five at present to ten by June, 1975. At that point minorities will represent 12.6% of the staff. Minorities represent 7.6% of the state population. This commitment is not only toward numbers of minorities, but also toward guaranteeing that minorities will be spread across the occupational ladder.

2. There shall be no discrimination due to race, color, religion, national origin, sex, or age, in rates of pay, fringe benefits, and opportunity to perform overtime.

C. In employment generally:

1. Nondiscrimination clauses are to be included in all appropriate documents and contracts. These clauses shall include, but not necessarily be limited to, the following: (Executive Order 11246, Sec. 202), (a) The contractor will not discriminate against any employee or applicant for employment because of race, creed, color, or national origin. The contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to race, sex, color, or national origin. Such actions shall include, but not be limited by, the following: employment, upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship; (b) The contractor will, in all solicitations or advertisements for employees placed by or on behalf of the contractors, state that all qualified applicants will receive consideration for employment without regard to race, creed, sex, color, or national origin.

2. Department heads shall meet with employees to discuss policy and explain individual employee responsibilities.

3. Hiring and promotion patterns will be periodically studied to ensure that all possible impediments are removed which hinder the attainment of these goals and objectives.

4. All employees and applicants will be notified of their right to contact the Federal Communications Commission, the Kentucky Human Rights Commission, the Equal Employment Opportunity Commission, if they believe they have been victim of discrimination; and this information and the appropriate addresses will be kept posted at all times.

5. Monthly meetings will be held with minority staff members to assure the greatest possible input of program ideas and recruiting recommendations.

III. Implementation: Programming

To assure that programs designed specifically for minority audiences are broadcast regularly, the following procedures will be observed:

The employment objective regarding women is less clear. Although women employees comprise only 26.2% of total employees, 42.4% hold positions that might be considered management ($8,000 a year or more). In general, KET will intensify its efforts to recruit women and continue its policy in placement and promotion.

B. Programming:

Programs for minority audiences are a priority at Kentucky Educational Television. Currently three regular programs for minorities are being broadcast by KET. This represents 7.5% of the evening broadcast hours. During the past twelve months, KET has produced two programs for minorities. Currently KET is committed to produce one program every six weeks (without external financial support). The objective is to have a monthly black in-state program by June, 1975 and a weekly program by June, 1976.

*Updated addendum as of May 27, 1975

We are near our goal in absolute numbers but not in percentage. Nevertheless, we are pleased at accelerated success recently in finding prospects for professional ranks.

Total staff (as of 5/27/75)	152
Total females	42
Percentage	27.7%
Black females	4
Black males	4
Percentage of Black employees	5.2%

LIST OF FM NON-COMMERCIAL STATIONS

The right hand column in the attached educational radio allocation plan for Kentucky shows the cost of construction of new stations or the cost of requisite increase in power of existing stations to provide full coverage of the state.

A PROPOSED ALLOCATION PLAN FOR THE NON-COMMERCIAL EDUCATIONAL FM BROADCAST BAND IN

THE COMMONWEALTH OF KENTUCKY

May 27, 1970

ENGINEERING ASSOCIATES, INC.
Communications Engineers
Versailles, Kentucky 40383

EXHIBIT IV

The following is a list of the Participating Institutions and the Proposed Facilities:

INSTITUTION	CLASS	FREQUENCY	CHANNEL	MAX. POWER KW	MAX. FT. AAT	Call Letters or Cost to Build
Eastern Kentucky University Richmond, Kentucky (existing)	C	*(88.9)	205	100 (50)	2000'	WEKU - FM
Morehead State University Morehead, Kentucky	B	(90.3)	212	(50)	500'	WMKY - (FM)
Murray State University Murray, Kentucky (existing)	B	(91.3)	(217)	50 (13)	600'	WKMS (FM)
University of Kentucky Lexington, Kentucky Presently on 91.3 MKZ Class A	B	(91.3)	(217)	(50)	500'	WBKY (FM)
Western Kentucky University Bowling Green, Kentucky	B	89.1	206	50	500'	$40,000
Union College Barbourville, Kentucky	A	90.9	215	3	300'	$15,000
Jefferson County Brd. Education Jefferson Community College University of Louisville Louisville, Kentucky	A	91.1	216	3	300'	$15,000
Ashland Community College Ashland, Kentucky	A	89.9	210	3	300'	$15,000
Elizabethtown Community College Elizabethtown, Kentucky	B	88.5	203	50	500'	$40,000
Hazard Community College Hazard, Kentucky	C	88.3	202	100	2000'	$50,000
Henderson Community College Henderson, Kentucky	A	89.3	207	3	300'	$15,000
Hopkinsville Community College Hopkinsville, Kentucky	A	88.7	204	3	300'	$15,000
Madisonville Community College Madisonville, Kentucky	B	89.7	209	50	500'	$40,000

INSTITUTION	CLASS	FREQUENCY	CHANNEL	MAX. POWER KW	MAX. FT. AAT	Call Letters or Cost to Build
Maysville Community College Maysville, Kentucky	B	89.5	208	50	500'	$40,000
Paducah Community College Pacucah, Kentucky	A	90.5	213	3	300'	$15,000
Prestonsburg Community College Prestonsburg, Kentucky Exist 89.1 MHZ 10 W	A	89.3 (89.1)	207 (206)	3 (.01)	300' -	WUPK (FM) $15,000
Somerset Community College Somerset, Kentucky	C	89.9 (90.7)	210 (214)	100 (.01)	2000' -	WSCC (FM) $15,000
Southeast Community College Cumberland, Kentucky	A	91.1	216	3	300'	$15,000

The following is a list of non-participating institutions and site locations which were included in the plan.

INSTITUTION	CLASS	FREQUENCY	CHANNEL	MAX. POWER KW	MAX. FT. AAT	Call Letters or Cost to Build
Louisville Free Public Library Louisville, Kentucky	A B	(89.3) (91.9)	(207) (220)	3(.820) 50(20)	300' 500'	WFPL (FM) WFPK (FM)
Georgetown College Georgetown, Kentucky Exist on 90.1 MHZ 10W	A	88.1 (90.1)	201 (211)	3 (.01)	300'	WRVG (FM) $15,000
D. M. Eldridge Clear Creek Baptist College Pineville, Kentucky	A	89.5	208	3	300'	$15,000
Daviess County Kentucky	A	88.1	201	3	300'	$15,000
Barren County Kentucky	A	91.5	218	3	300'	$15,000
Kentucky State College Frankfort, Kentucky, or ETV Tower Owenton, Kentucky	A	90.5	213	3	300'	$15,000
Covington Community College (Northern Ky. State) Covington, Kentucky	A	88.1 (89.7)	201 (209)	3 (2.1)	300'	Filed with FCC $15,000
Pikeville ETV Tower Pikeville, Kentucky	A	90.7	214	3	300'	$15,000
Ky. Christian College	A	(91.5)	(218)	(.01)	-	(CP but not on air) $15,000
						$ 465,000

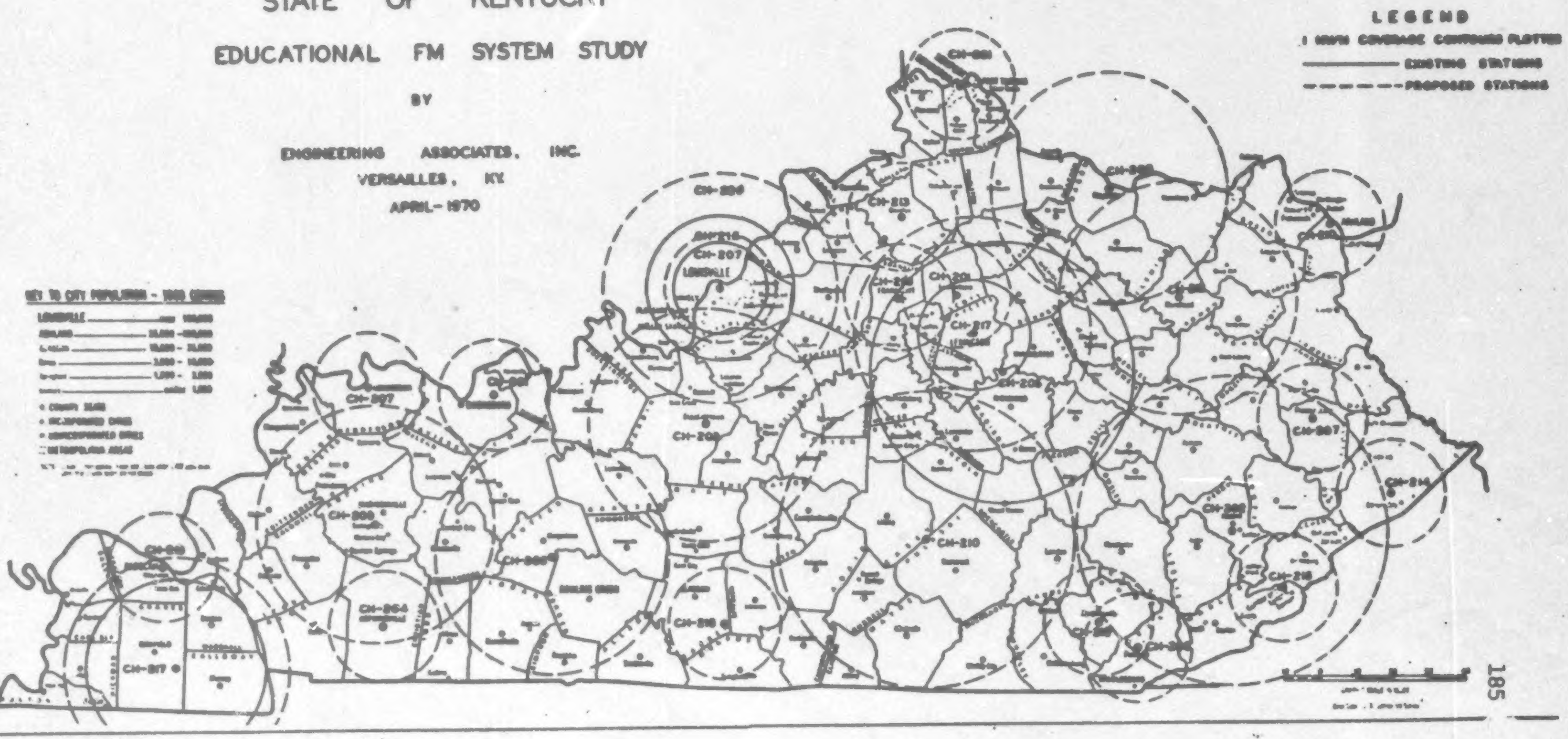
*Numbers in parenthesis are stations already on the air.

STATE OF KENTUCKY

EDUCATIONAL FM SYSTEM STUDY

BY

ENGINEERING ASSOCIATES, INC.
VERSAILLES, KY.
APRIL - 1970


LEGEND
1 MV/M COVERAGE CONTOURS PLOTTED
EXISTING STATIONS
PROPOSED STATIONS
LOUISVILLE
COUNTY SEATS
INCORPORATED CITIES
UNINCORPORATED CITIES
METROPOLITAN AREAS
CH-201
CH-206
CH-207
CH-208
CH-209
CH-210
CH-212
CH-213
CH-214
CH-216
CH-217
CH-218
LOUISVILLE
LEXINGTON

WKMA • MADISONVILLE • CH. 35
WKMR • MOREHEAD • CH. 38
WKMU • MURRAY-MAYFIELD • CH. 21
WKON • OWENTON • CH. 52
WKPI • PIKEVILLE • CH. 22
WKSO • SOMERSET • CH. 29
WKAS • ASHLAND • CH. 25
WKGB • BOWLING GREEN • CH. 53
WCVN • COVINGTON • CH. 54
WKZT • ELIZABETHTOWN • CH. 23
WKHA • HAZARD • CH. 35
WKLE • LEXINGTON-RICHMOND • CH. 46
WKMJ • LOUISVILLE • CH. 68
OWENSBORO TRANSLATOR • CH. 73
WHITESBURG TRANSLATOR • CH. 73
PINEVILLE TRANSLATOR • CH. 8
BARBOURVILLE TRANSLATOR • CH. 12
COWAN CREEK-COLIA TRANSLATOR • CH. 12
LOUISA TRANSLATOR • CH. 10

COMMONWEALTH OF KENTUCKY
KENTUCKY EDUCATIONAL TELEVISION
600 COOPER DRIVE • LEXINGTON, KENTUCKY 40502 • Telephone: (606) 233-0666

June 19, 1974

MEMORANDUM

TO: Authority Members

FROM: O. Leonard Press

RE: *Interim Guidelines for Selection, Planning, Production, Review and Broadcast of public Affairs Programming

The public affairs designation as used here is intended to describe programs involving current topics of public interest which may be controversial, may contain elements which are controversial or which may be perceived by some to be controversial.

This does not mean that noncontroversial public affairs programs are of no interest to us or to the public; only that they probably don't need guidelines.

It might sharpen focus on the problems these guidlines are intended to anticipate if we list some of the kinds of programs we might be dealing with:

- — Coverage of General Assembly and legislative committees
- — Broadcast of public hearings of statewide interest
- — Coverage of state board or commission meetings and of state advisory committees

---

*It is probable that more definitive guidelines will be recommended by the proposed Study Commission.

Page Two
June 19, 1974

- — Documentaries describing the process and organization of government
- — Forum for candidates for statewide public office — and perhaps for the General Assembly if some feasible way can be found to handle such large numbers
- — Debates on current issues
- — Regular in depth commentary on Kentucky affairs by a balanced panel of experts
- — Press conferences with Governor
- — Programs by, for, or about minorities and women

It seems to me that the questions these guidelines must deal with involve the decision on what programs to initiate, the selection of participants, the assurance of balance, circumscriptions of state and federal laws, recourse available to complainants.

Given the above considerations, I would like to offer the following guidelines for your consideration.

The design on what programs to initiate and what participants to select seems to me properly to be a staff responsibility and one that cannot be delegated. If there was legitimacy to the complaint uttered during the General Assembly about KET balance it was not that the Governor's press secretary selected the interviewees but rather that we did not clearly make the final judgment on whether we should accept his specific recommendations. In short, anyone may propose but only the staff should dispose.

Assurance of balance and circumscriptions of state and federal laws: the requirements for fairness and balance in programming are pretty well established by state and federal statutes, by FCC regulations interpreting the federal statute, and by federal court cases on the subject.

Essentially, the prohibitions and caveats include:

Under the Public Broadcasting Act of 1967 which amends the Federal Communications Act of 1934 "No noncommercial educational broadcasting station may engage in editorializing or may support or oppose any candidate for public office." Under the same act, noncommercial educational stations must observe "strict adherence to objectivity and

> balance in all programs or series of programs." KRS 168 expressly forbids "the Authority to transmit...any subversive matter, any political propaganda or any image or message in the interest or any political party or candidate for public office...but this provision is not intended and shall not be construed to be a limitation upon dissemination by the authority of legimitate objective instructional material which is properly related to the study of history or current events or which is no more than factually informative of current issues of government or various ideology."

On the affirmative side, a broadcaster is required to afford reasonable opportunity for the discussion of conflicting viewpoints on controversial issues of public importance. And in the report of the committee on state and foreign commerce of the U.S. House of Representatives on the Public Broadcasting Act of 1972, it was pointed out that the "funding of public affairs programs by CPB is entirely consistent with the intent of the Public Broadcasting Act of 1967."

All of which adds up to a clear set of guidelines promulgated by state and federal legislative bodies and by federal regulation calling for broadcasters on the one hand to provide opportunity for the discussion of public issues and on the other to carefully and objectively assure a balance of viewpoints in these presentations.

A special note on coverage of the legislature and of public hearings: it would be the intent of staff to provide full and unedited coverage of whatever elements of the legislature or public hearings it determines are of greatest educational interest to the public (admittedly that is an editorial judgment right there). If time or circumstances militate against "gavel to gavel" coverage --whether of floor debates or committee hearings -- the staff will present its plan for compressing (i.e., editing) these events to the Authority or its Executive Committee for approval.

Recourse available to complainants: despite staff's best efforts to assure compliance with requirements of fairness and objectivity, we will, on occasion, be perceived by individuals to have failed...and indeed, there will be times when despite our own best efforts we may actually be guilty of allowing a public discussion or the treatment of a public issue to become unbalanced.

Upon receipt of a complaint we would evaluate the alleged problem and respond to it either by declaring that we belive the program in question to have been balanced or that we will take steps to provide the balance that was missing.

In the event that we are not able to satify a complainant, we would propose to impanel lay and expert citizens with knowledge both in the area of controversy and in the area of broadcast law. We would propose to ask them to view the program, hear the complaint and render an opinion to staff.

We would propose that staff would report to the Authority when the step of impaneling a group of citizens to weigh a public affairs problem is taken and to keep the Authority informed of the outcome. Should recommendations of the panel fail to satisfy the complainant, or should the staff find the panel's recommendation unacceptable, staff proposes that the matter would be taken to an ad hoc committee of the Authority appointed by the Authrity. The committee would hear the complaint, the recommendation of the panel, the recommendation of the staff, and then report the results of its own deliberation to the executive committee of the Authority for its disposition.

In all probability, the FCC would have been brought into this controversy early on by the complainant and possibly by the staff. Obviously, if we have violated regulations of the FCC or provisions of the Federal Communications Act or of state statutes, staff will hasten to comply when such a judgment is rendered. The other process described would apply where there is a difference of opinion not subject to easy determination under law or regulation.

These suggested guidelines are clearly not exhaustively definitive. I believe, however, that they provide an ample framework to make us as comfortable as possible while we launch ourselves on a very modest basis into the public affairs area. Experience will dictate changes and additions. But I believe the major exigencies have been foreseen and a reasonable approach recommended.

OLP/psb

SERIES DELIVERY COST
1974-75

The chart below shows the cost per student for the distribution of each in-school series. The number of hours broadcast during the year, lease or purchase price, cost for one hour of taped broadcast origination, and the number of students watching were taken into consideration for each series in determining its delivery cost.

*NOTE: These figures reflect the average cost per student for all broadcast offerings in the curriculum area.

	hours broadcast	total students watching	delivery cost per student
LANGUAGE ARTS			
Language Corner	22.5	25328	$ 0.29
Listen and Say	32	46817	.20
The Electric Company	68	103302	.39
Cover to Cover	24	59514	.16
Matter of Fact/Fiction	30	29573	.23
Total for Language Arts	176.5	264,534	$0.28*
SOCIAL STUDIES			
Your Heritage	33	21832	.34
Social Studies 6 & 7	34	20485	.30
Why! (Current Events)	45	34276	.27
Kentucky History	39.67	27268	.63
American History	37.5	19847	.3[illegible]
Total for Social Studies	189.17	123,708	$0.37*
SCIENCE			
All About You	22.5	51785	.10
Discovering Science	29	40171	.15
Exploring the World of Science/Search for Science	21.75	20099	.34
Community of Living Things	50	15389	.64
Earth and Space Science	56.67	13324	.73
Animals and Such/Matter and Motion	24	18015	.32
Total for Science	181.42	286,327	$0.27*
MATH			
Patterns in Arithmetic	24	15758	.36
Know Numbers	23.25	14586	.52
Why Numbers	30	11913	.76
Total for Math	77.25	42,257	$0.52*

SERIES DELIVERY COST (cont.)

*NOTE: These figures reflect the average cost per student for all broadcast offerings in the curriculum area.

	hours broadcast	total students watching	delivery cost per student
MUSIC			
Time for Music	24	41936	$ 0.18
Stepping into Melody	24.75	14211	.58
Sing Along With Me	24	21479	.32
Total for Music	72.75	77,626	$0.29*
ART			
Primary Art	22.5	25551	.30
Images and Things	30	16362	.45
Total for Art	52.5	41,913	$0.36*
INTERDISCIPLINARY			
Ripples	34	42811	.17
Specials in the Arts	45.90	14536	.54
Friday Specials	30.60	67359	.08
Mulligan Stew	3	26147	.02
Counselor's Career Ed	2.5	4446	.19
Inside/Out	22.5	54993	.10
Mini Series	27.77	61679	.10
Total for Interdisciplinary	166.27	271,971	$0.12*

RATIONALE FOR TWO PERCENT

The following page contains projections of costs for KET programs and services for FY 1977. Figures in the columns headed "2%" represent those either specifically recommended by the Study Commission or endorsed by the Commission as appearing to be reasonable and desirable. Each figure in parenthesis is that percentage of the indicated activity (see percentage in parenthesis next to activity) which is dedicated to K-12, i.e., to the elementary and secondary school programs. The total, $8,041,004 represents more than 2% of the cost of the FY-76 Minimum Foundation Program but may not be more than 2% of the FY-77 Minimum Foundation Program total.

		CONTINUATION		EXPANSION 1		EXPANSION CAPITAL 1-2		NEW PROJECTS 2		NEW PROJECTS CAPITAL	
	1975-76	1976-77	(%)	1976-77	(%)	1976-77	(%)	1976-77	(%)	1976-77	(%)
Executive Office (70%)	129,754	112,414	(78,690)								
Promotion & Viewer Services (40%)	90,365	99,164	(39,666)	386,106	(154,442)	18,500	(7,400)				
Business Affairs (70%)	342,676	412,141	(288,499)	110,058	(77,041)	42,144	(29,501)				
Debt Service (70%)	619,980	619,950	(433,965)								
Education and Programming (70%)	756,022	748,918	(524,242)			192,600	(192,600)				
Increased Broadcast Hours (10%)				398,238	(39,824)						
Design & Research (85%)				231,192	(196,513)						
Adult & Continuing Education				54,324							
Development								30,000			
Utilization Specialists (90%)				95,568	(86,011)						
Reception Technicians (90%)				95,568	(86,011)						
VTRs for Classrooms (100%)										500,000	(500,000)
School Reception (100%)										894,750	(424,750)
Engineering (70%)	1,834,139	2,290,142	(1,603,099)								
Increased Broadcast Hours Transmission (10%)				341,739	(34,174)						
Microwave Operational Costs (70%)				38,723	(27,106)						
Satellite Operation Costs				26,295							
Tape Duplicating Center Oper. Cost (100%)											
New Transmitters Oper. Costs (70%)											
Resurfacing Roads - Transmitters (70%)						100,000	(70,000)				
Power Increase at Ashland (70%)										300,000	(210,000)
Satellite (SECA & PBS)										190,000	
VTR Duplicating Center (100%)										275,000	(275,000)
Remote Unit (50%)										500,000	(250,000)
Emergency Generators (70%)										50,000	(35,000)
Vehicles (70%)										42,000	(29,000)
Computer (70%)										50,000	(35,000)
New Transmitters & Translators (70%)										80,000	
Production (70%)	847,408	722,736	(505,915)			153,650	(107,555)				
K-12 Instructional Programs (100%)								1,000,000	(1,000,000)		
Cultural & Public Affairs and Special Needs Programs								897,948			
Secondary School Program Production (100%)									(500,000)		
Building Expansion						3,850,000					
TOTAL BUDGET REQUEST	4,620,344	5,005,465	(3,474,078)	1,807,811	(701,122)	4,356,894	(407,056)	1,927,948	(1,500,000)	2,881,750	(1,938,750)
TOTAL ATTRIBUTABLE TO SCHOOL SERVICES		(8,041,004)									

Equipment Replacement Schedule

Original Grant and Bond Issue -

Educational Television Facilities Act		$ 1,000,000.00
Appalachianal Regional Dev. Act		1,140,000.00
State Bond Issue		8,560,000.00
	Total	$10,700,000.00

Replacement costs are difficult to forecast because of several variables.

Example - 1) The tower antenna and coax at Ashland are deteriorating much faster (because of the air pollution) than those at Somerset. 2) The Louisville transmitter is an out-of-production model. Parts are not readily available and those that are are very expensive and long on delivery. 3) Severe weather or lightening may cause some very expensive damage which could run into hundreds of thousands of dollars. 4) Equipment costs are rising.

The schedule below is considered, at this time, to be a fairly good guide.

Unit	Life	Cost	Increment
Studio Building	(?)	$1,770,000	---- see
TV Towers and Bldg.	25 yrs.	1,850,000	74,000-note①
$200,000 Grants to Universities	---	1,400,000	----
Long Life elec. eqpt. Coax.- transformers, etc.	15 yrs.	650,000	43,330 1
Remaining Electronics Equipment	10 yrs.	5,030,000	503,000
Replacement costs are rising at			
approximately 10%	50,300	1976-77 --$553,300	
approximately 10%	55,330	1977-78 --$608,630	

Note①--this should be added to a sinking fund which could be drawn upon as needs arrive, (emerg^ency^or otherwise)

APPENDIX S

DISTRIBUTION OF RECEPTION EQUIPMENT IN KENTUCKY SCHOOLS

District	Number of Classrooms	Number of sets at present	Number of sets needed	$ Cost of additional sets	Number of Schools	Number of antenna system at present	Number of antenna systems needed	$ Cost of additional antenna systems	$ Total cost of Reception Equipment needed
BOYLE COUNTY	98	27	22	$ 10164.	4	2	2	$ 7,000	$17,164
Danville Independent	127	49	15	$ 6930.	5	5	0	$ 0.	$ 6,930.
BRACKEN COUNTY	50	16	9	$ 4158.	4	4	0	$ 0.	$ 4158.
Augusta Independent	18	1	8	$ 3696.	1	0	1	$3,500	$7,196
BREATHITT COUNTY	131	59	7	$ 3234.	8	6	2	$7,000	$10,234
Jackson Independent	17	3	6	$ 2772.	1	0	1	$3,500	$ 6,272
BRECKINRIDGE COUNTY	113	77	0	$ 0.	7	6	1	$3,500	$ 3,500
Cloverport Independent	24	14	0	$ 0.	2	2	0	$ 0.	$ 0.
BULLITT COUNTY	355	123	55	$ 25410.	13	12	1	$3,500	$ 28,910
BUTLER COUNTY	91	21	25	$ 11510.	5	4	1	$3,500	$ 15,050
CALDWELL COUNTY	130	44	21	$ 9702.	5	2	3	$10,500	$20,202
CALLOWAY COUNTY	107	37	17	$ 7854.	4	0	4	$14,000	$21,854
Murray Independent	109	50	5	$ 2310.	4	1	3	$10,500	$ 12,810
CAMPBELL COUNTY	160	90	0	$ 0.	7	6	1	$3,500	$ 3,500
Bellevue Independent	54	27	0	$ 0.	3	1	2	$7,000	$7,000
Dayton Independent	70	13	22	$ 10164.	3	2	1	$3,500	$13,664
Ft. Thomas Independent	123	35	27	$ 12474.	4	2	2	$7,000	$19,474
Newport Independent	242	48	73	$ 33726.	7	3	4	$14,000	$47,726

District	Number of Classrooms	Number of sets at present	Number of sets needed	$ Cost of additional sets	Number of Schools	Number of an tenna system at present	Number of antenna sys-tems needed	$ Cost of additional antenna systems	$ Total cost of Reception Equipment needed
Silver Grove Independent	28	4	10	$ 4620 .	1	1	0	$ 0	$4,620
Southgate Independent	10	3	2	$ 924 .	1	0	1	$3,500	$4,424
CARLISLE COUNTY	66	14	19	$ 8778 .	3	0	3	$10,500	$19,278
CARROLL COUNTY	80	5	35	$ 16170 .	4	2	2	$7,000	$23,170
CARTER COUNTY	215	123	0	$ 0 .	12	6	6	$21,000	$21,000
CASEY COUNTY	130	23	42	$ 19404 .	9	1	8	$28,000	$47,404
CHRISTIAN COUNTY	442	123	98	$ 45276 .	17	10	7	$24,500	$69,776
CLARK COUNTY	220	76	34	$ 15708 .	12	10	2	$7,000	$22,708
CLAY COUNTY	258	1	128	$ 59136 .	14	0	14	$49,000	$108,136
CLINTON COUNTY	96	31	17	$ 7854 .	4	1	3	$10,500	$18,354
CRITTENDEN COUNTY	68	10	24	$ 11088 .	6	2	4	$14,000	$25,088
CUMBERLAND COUNTY	70	17	18	$ 8316 .	4	3	1	$3,500	$11,816
DAVIESS COUNTY	326	47	116	$ 5[illegible]092 .	16	5	11	$38,500	$92,092
Owensboro Independent	326	102	61	$ 28182 .	14	13	1	$3,500	$31,682
EDMONSON COUNTY	64	40	0	$ 0 .	6	4	2	$7,000	$ 7,000
ELLIOTT COUNTY	55	7	21	$ 9702 .	4	3	1	$3,500	$13,202
ESTILL COUNTY	120	12	48	$ 22176 .	7	1	6	$21,000	$43,176
FAYETTE COUNTY	1532	580	136	$ 85932 .	45	38	7	$24,500	$110,432

District	Number of Classrooms	Number of sets at present	Number of sets needed	$ Cost of additional sets	Number of Schools	Number of antenna system at present	Number of antenna systems needed	$ Cost of additional antenna systems	$ Total cost of Reception Equipment needed
ADAIR COUNTY	120	36	24	$ 11088.	7	4	3	$10,500	$21,588
ALLEN COUNTY	109	134	0	$ 0.	6	3	3	$10,500	$10,500
ANDERSON COUNTY	101	62	0	$ 0.	9	9	0	$ 0.	$ 0
BALLARD COUNTY	82	45	0	$ 0.	7	0	7	$24,500	$24,500
BARREN COUNTY	148	51	23	$ 10626.	10	10	0	$ 0.	$ 10626.
Caverna Independent	48	10	14	$ 6468.	2	0	2	$7,000	$13,468
Glasgow Independent	123	77	0	$ 0.	6	0	6	$21,000	$21,000
BATH COUNTY	83	0	42	$ 19404.	4	1	3	$10,500	$29904
BELL COUNTY	205	60	43	$ 19866.	17	15	2	$7,000	$26866
Middlesboro Indpendent	126	58	5	$ 2310.	4	0	4	$14,000	$16,310
Pineville Independent	36	15	3	$ 1386.	2	0	2	$7,000	$8,386
BOONE COUNTY	327	112	52	$ 24024.	14	10	4	$14,000	$38,024
Walton-Verona Independent	43	8	14	$ 6468.	2	1	1	$3,500	$9968
BOURBON COUNTY	119	65	0	$ 0.	8	5	3	$10,500	$10,500
Paris Independent	72	0	36	$ 16632.	3	0	3	$10,500	$27,132
BOYD COUNTY	234	80	37	$ 17094.	10	8	2	$7,000	$24,094
Ashland Independent	243	97	25	$ 11550.	11	4	7	$24,500	$36,050
Fairview Independent	46	3	20	$ 9240.	3	1	2	$7,000	$16,240

District	Number of Classrooms	Number of sets at present	Number of sets needed	$ Cost of additional sets	Number of Schools	Number of antenna system at present	Number of antenna systems needed	$ Cost of additional antenna systems	$ Total cost of Reception Equipment needed
FLEMING COUNTY	128	65	0	$ 0.	7	5	2	$7,000	$7,000
FLOYD COUNTY	420	177	33	$ 15246.	26	4	22	$77,000	$92,246
FRANKLIN COUNTY	271	47	89	$ 41118.	10	3	7	$24,500	$65,618
Frankfort Independent	42	19	2	$ 924.	2	0	2	$7,000	$7,924
FULTON COUNTY	64	4	28	$ 12936.	4	0	4	$14,000	$26,936
Fulton Independent	39	10	10	$ 4620.	2	0	2	$7,000	$11,620
GALLATIN COUNTY	36	25	0	$ 0.	3	3	0	$ 0.	$ 0.
GARRARD COUNTY	113	65	0	$ 0.	5	5	0	$ 0.	$ 0.
GRANT COUNTY	86	36	7	$ 3234.	5	2	3	$10,500	$13,734
Williamstown Independent	36	7	11	$ 5082.	2	0	2	$7,000	$12,082
GRAVES COUNTY	184	74	18	$ 8316.	7	0	7	$24,500	$ 32,816
Mayfield Independent	108	24	30	$ 13860.	6	4	2	$7,000	$20,860
GRAYSON COUNTY	143	30	42	$ 19404.	5	4	1	$3,500	$22,904
GREEN COUNTY	84	73	0	$ 0.	4	2	2	$7,000	$7,000
GREENUP COUNTY	194	118	0	$ 0.	14	12	2	$7,000	$7,000
Raceland Independent	39	18	2	$ 924.	3	1	2	$7,000	$7,924
Russell Independent	141	68	3	$ 1386.	6	0	6	$21,000	$22,386
HANCOCK COUNTY	85	11	32	$ 14784.	5	3	2	$7,000	$21,784

District	Number of Classrooms	Number of sets at present	Number of sets needed	$ Cost of additional sets	Number of Schools	Number of antenna system at present	Number of antenna systems needed	$ Cost of additional antenna systems	$ Total cost of Reception Equipment needed
HARDIN COUNTY	410	105	100	$ 46200.	15	14	1	$3,500	$49,700
Elizabethtown Independent	121	59	2	$ 924.	5	5	0	$ 0.	$ 924.
West Point Independent	8	8	0	$ 0.	1	1	0	$ 0.	$ 0.
HARLAN COUNTY	372	74	112	$ 51744.	22	0	22	$77,000	$128,744
Harlan Independent	62	48	0	$ 0.	2	0	2	$7,000	$7,000
Lynch Independent	31	9	7	$ 3234.	2	2	0	$ 0.	$ 3234.
HARRISON COUNTY	138	124	0	$ 0.	5	5	0	$ 0.	$ 0.
HART COUNTY	134	0	67	$ 30954.	6	0	6	$21,000	$51,954
HENDERSON COUNTY	230	74	41	$ 18942.	11	10	1	$3,500	$22,442
Henderson Independent	122	26	35	$ 16170.	7	2	5	$17,500	$33,670
HENRY COUNTY	77	38	1	$ 462.	5	4	1	$3,500	$3,962
Eminence Independent	27	10	4	$ 1848.	2	2	0	$ 0.	$ 1848.
HICKMAN COUNTY	58	18	11	$ 5082.	4	1	3	$10,500	$15,582
HOPKINS COUNTY	334	138	29	$ 13398.	19	13	6	$21,000	$34,398
Dawson Springs Independent	29	15	0	$ 0.	2	2	0	$ 0.	$ 0.
Earlington Independent	26	15	0	$ 0.	2	1	1	$3,500	$3,500
JACKSON COUNTY	111	18	38	$ 17556.	6	1	5	$17,500	$35,056
JEFFERSON COUNTY	3839	1948	0	$ 0.	101	88	13	$45,500	$45,500

District	Number of Classrooms	Number of sets at present	Number of sets needed	$ Cost of additional sets	Number of Schools	Number of antenna systems at present	Number of antenna systems needed	$ Cost of additional antenna systems	$ Total cost of Reception Equipment needed
Anchorage Independent	16	14	0	$ 0.	1	1	0	$ 0.	$ 0.
Louisville Independent	2023	350	662	$ 305844.	68	18	50	$175,000	$480,844
JESSAMINE COUNTY	165	76	7	$ 3234.	5	3	2	$7,000	$10,234
JOHNSON COUNTY	135	2	66	$ 30492.	6	0	6	$21,000	$51,492
Paintsville Independent	62	74	0	$ 0.	2	1	1	$3,500	$3,500
KENTON COUNTY	397	219	0	$ 0.	16	12	4	$14,000	$14,000
Beechwood Independent	27	0	14	$ 6468.	2	0	2	$7,000	$13,468
Covington Independent	361	213	0	$ 0.	11	11	0	$ 0.	$ 0.
Erlanger Independent	133	22	45	$ 20790.	6	5	1	$3,500	$24,290
Ludlow Independent	49	24	1	$ 462.	2	2	0	$ 0.	$ 462.
KNOTT COUNTY	173	107	0	$ 0.	15	4	11	$38,500	$38,500
KNOX COUNTY	220	117	0	$ 0.	11	6	5	$17,500	$17,500
Barbourville Independent	26	20	0	$ 0.	2	0	2	$7,000	$7,000
LARUE COUNTY	98	30	19	$ 8778.	5	2	3	$10,500	$19,278
LAUREL COUNTY	284	93	49	$ 22638.	17	4	13	$45,500	$68,138
East Bernstadt Independent	16	15	0	$ 0.	1	0	1	$3,500	$3,500
LAWRENCE COUNTY	112	3	53	$ 24486.	8	0	8	$28,000	$52,486
LEE COUNTY	74	20	17	$ 7854.	5	3	2	$7,000	$14,854

District	Number of Classrooms	Number of sets at present	Number of sets needed	$ Cost of additional sets	Number of Schools	Number of antenna system at present	Number of antenna systems needed	$ Cost of additional antenna systems	$ Total cost of Reception Equipment needed
LESLIE COUNTY	168	34	50	$23,100.	9	1	8	$28,000	$5,1100
LETCHER COUNTY	247	109	15	$ 6,930.	18	10	8	$28,000	$34,930
Jenkins Independent	44	38	0	$ 0.	4	0	4	$14,000	$14,000
LEWIS COUNTY	139	1	69	$31,878.	8	0	8	$28,000	$59,878
LINCOLN COUNTY	173	55	32	$11,784.	9	1	8	$28,000	$42,784
LIVINGSTON COUNTY	77	13	26	$12,012.	6	4	2	$7,000	$19,012
LOGAN COUNTY	150	28	47	$21,714.	10	10	0	$ 0.	$21,714.
Russellville Independent	82	31	10	$ 4,620.	4	4	0	$ 0.	$ 4,620.
LYON COUNTY	41	31	0	$ 0.	2	2	0	$ 0.	$ 0.
MADISON COUNTY	216	125	0	$ 0.	9	2	7	$24,500	$24,500
Berea Independent	52	14	12	$ 5,544.	2	1	1	$3,500	$9,044
Richmond Independent	63	10	22	$10,164.	4	0	4	$14,000	$24,164
MAGOFFIN COUNTY	119	4	56	$25,872.	7	1	6	$21,000	$46,872
MARION COUNTY	158	112	0	$ 0.	10	10	0	$ 0.	$ 0.
MARSHALL COUNTY	236	62	56	$25,872.	11	7	4	$14,000	$39,872
MARTIN COUNTY	132	2	64	$29,568.	8	1	7	$24,500	$54,068
MASON COUNTY	106	58	0	$ 0.	6	5	1	$3,500	$3,500
Maysville Independent	65	18	15	$ 6,930.	3	1	2	$7,000	$13,930

District	Number of Classrooms	Number of sets at present	Number of sets needed	$ Cost of additional sets	Number of Schools	Number of antenna system at present	Number of antenna systems needed	$ Cost of additional antenna systems	$ Total cost of Reception Equipment needed
McCRACKEN COUNTY	313	146	11	$ 5,082.	14	10	4	$14,000	$19,082
Paducah Independent	263	160	0	$ 0.	10	10	0	$ 0	$ 0
McCREARY COUNTY	151	72	4	$ 1,848.	8	6	2	$7,000	$8,848
McLEAN COUNTY	110	23	32	$14,784.	6	6	0	$ 0.	$14,784.
MEADE COUNTY	113	42	15	$ 6,930.	10	5	5	$17,500	$24,430
MENIFEE COUNTY	42	21	0	$ 0.	3	2	1	$3,500	$3,500
MERCER COUNTY	79	27	13	$ 6,006.	2	1	1	$3,500	$9,506
Burgin Independent	22	12	0	$ 0.	2	2	0	$ 0.	$ 0.
Harrodsburg Independent	65	40	0	$ 0.	3	1	2	$7,000	$7,000
METCALFE COUNTY	63	10	22	$10,164.	4	2	2	$7,000	$17,164
MONROE COUNTY	105	41	12	$ 5,544.	6	4	2	$7,000	$12,544
MONTGOMERY COUNTY	87	49	0	$ 0.	4	2	2	$7,000	$7,000
Mt. Sterling Independent	50	28	0	$ 0.	2	2	0	$ 0.	$ 0.
MORGAN COUNTY	118	34	25	$11,550.	8	5	3	$10,500	$22,050
MUHLENBERG COUNTY	196	140	0	$ 0.	12	8	4	$14,000	$14,000
Central City Independent	47	13	11	$ 5,082.	2	1	1	$3,500	$8,582
Greenville Independent	41	15	6	$ 2,772.	2	0	2	$7,000	$9,772
NELSON COUNTY	159	48	32	$14,784.	11	10	1	$3,500	$18,284

District	Number of Classrooms	Number of sets at present	Number of sets needed	$ Cost of additional sets	Number of Schools	Number of antenna system at present	Number of antenna systems needed	$ Cost of additional antenna systems	$ Total cost of Reception Equipment needed
Bardstown Independent	78	14	25	$11,550.	3	2	1	$ 3500 .	$15,050
NICHOLAS COUNTY	65	15	18	$ 8,316.	2	2	0	$ 0.	$ 8,316.
OHIO COUNTY	189	48	47	$21,714.	13	13	0	$ 0.	$21,714.
OLDHAM COUNTY	162	84	0	$ 0.	5	4	1	$3,500	$3,500
OWEN COUNTY	71	25	11	$ 5082.	2	1	1	$3,500	$8,582
OWSLEY COUNTY	57	39	0	$ 0.	2	2	0	$ 0.	$ 0.
PENDLETON COUNTY	112	16	40	$18,480.	4	2	2	$7,000	$ 25,430
PERRY COUNTY	261	21	110	$50,820.	18	3	15	$52,500	$103,320
Hazard Independent	72	51	0	$ 0.	4	2	2	$7,000	$7,000
PIKE COUNTY	688	167	177	$81,774.	35	10	25	$87,500	$169,274
Pikeville Independent	71	32	4	$ 1,848.	2	0	2	$7,000	$8,848
POWELL COUNTY	85	36	7	$ 3234.	5	5	0	$ 0	$ 3,234
PULASKI COUNTY	239	111	9	$ 4158 .	15	13	2	$ 7,000	$11,158
Science Hill Independent	9	8	0	$ 0.	1	0	1	$3,500	$3,500
Somerset Independent	96	96	0	$ 0.	5	2	3	$10,500	$10,500
ROBERTSON COUNTY	20	11	0	$ 0.	2	2	0	$ 0	$ 0
ROCKCASTLE COUNTY	152	30	36	$16,632.	6	3	3	$10,500	$27,132
ROWAN COUNTY	100	51	0	$ 0.	8	7	1	$3,500	$3,500

District	Number of Classrooms	Number of sets at present	Number of sets needed	$ Cost of additional sets	Number of Schools	Number of an tenna system at present	Number of antenna sys- tems needed	$ Cost of additional antenna systems	$ Total cost of Reception Equipment needed
RUSSELL COUNTY	104	29	23	$ 10626.	6	5	1	$3,500	$14,126
SCOTT COUNTY	186	25	68	$ 31416.	9	1	8	$28,000	$59,416
SHELBY COUNTY	174	55	32	$ 14784.	11	8	3	$10,500	$25,284
SIMPSON COUNTY	158	31	48	$ 22176.	9	8	1	$ 3,500	$ 25,676
SPENCER COUNTY	52	50	0	$ 0.	2	2	0	$ 0.	$ 0.
TAYLOR COUNTY	111	72	0	$ 0.	4	3	1	$3,500	$3,500
Campbellsville Independent	77	3	36	$ 16632.	3	0	3	$10,500	$27,132
TODD COUNTY	113	23	34	$ 15708.	7	4	3	$10,500	$26,208
TRIGG COUNTY	104	26	26	$ 12012.	3	3	0	$ 0.	$ 12012.
TRIMBLE COUNTY	44	18	6	$ 2772.	4	4	0	$ 0.	$ 2772.
UNION COUNTY	138	41	28	$ 12936.	7	5	2	$7,000	$19,936
WARREN COUNTY	264	60	72	$ 33264.	13	7	6	$21,000	$54,264
Bowling Green Independent	249	70	55	$ 25410.	8	8	0	$ 0.	$ 25410.
WASHINGTON COUNTY	119	42	18	$ 8316.	6	5	1	$3,500	$11,816
WAYNE COUNTY	113	34	23	$ 10626.	9	1	8	$28,000	$38,626
Monticello Independent	36	36	0	$ 0.	1	1	0	$ 0.	$ 0.
WEBSTER COUNTY	96	44	4	$ 1848.	6	4	2	$7,000	$8,848
Providence Independent	39	55	0	$ 0.	2	1	1	$3,500	$3,500

District	Number of Classrooms	Number of sets at present	Number of sets needed	$ Cost of additional sets	Number of Schools	Number of a tenna system at present	Number of antenna systems needed	$ Cost of additional antenna systems	$ Total cost of Reception Equipment needed
WHITLEY COUNTY	182	33	58	$ 26796.	14	7	7	$24,500	$51,296
Corbin Independent	72	42	0	$ 0.	4	0	4	$14,000	$14,000
Williamsburg Independent	36	17	1	$ 462.	2	0	2	$7,000	$7,462
WOLFE COUNTY	69	11	24	$ 11088.	4	1	3	$10,500	$21,588
WOODFORD COUNTY	140	34	36	$ 16632.	9	5	4	$14,000	$30,632
TOTAL	30578	11232	4929	$2,277,198	1421	793	628	$2,198,000	$4,475,198
50% of TOTAL				$1,138,599				$1,099,000	$2,237,599